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Carl D. Perkins Vocational Education Act of 1984



FISCAL YEARS 1991 and 1992

State of Montana

Board of Regents of Higher Education
Montana University System
Carrol Krause, Commissioner of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620

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STATE PLAN

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Public Law 98-524

Carl D. Perkins Vocational Education Act of 1984



FISCAL YEARS 1991 and 1992

State of Montana

Board of Regents of Higher Education
Montana University System
Carrol Krause, Commissioner of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620



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THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602

406) 444 6570

COMMISSIONER OF HIGHER EDUCATION

(State Board for Vocational Education)

BOARD MEMBERS

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Miles City, Montana

Elsie Redlin, Vice-Chairman
Lambert, Montana

Dennis Lind
Missoula, Montana

Jim Kaze
Havre, Montana

Thomas F. Topel
Billings, Montana

Kermit Schwanke
Missoula, Montana

Vickie Rae Clouse
Havre, Montana

Carrol Krause, Commissioner of Higher Education
Executive Officer of the Board of Regents

-iii-

APPROVAL CERTIFICATE

The Two Year State Plan for Fiscal Years 1991 and 1992 for the administration of vocational education under the Carl D. Perkins Vocational Education Act of 1984, is hereby accepted by the United States Assistant Secretary for Vocational and Adult Education as meeting the minimum requirements of the Act and its regulations.

Submitted by the State of Montana

Adopted by Board of Regents of Higher Education
Montana University System

Date Adopted March 23, 1990

Date submitted to Office of Vocational & Adult Education May 1, 1990

Effective Date July 1, 1990

APPROVAL
RECOMMENDED: _____
Director, Division of Vocational Education

APPROVED: _____
U. S. Assistant Secretary for Vocational and Adult Education

DATE
APPROVED: _____



THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602
(406) 444 6570

COMMISSIONER OF HIGHER EDUCATION

This is to certify that the entity number for the Montana University System is 1810302402C4. The address of the Board of Regents is 33 South Last Chance Gulch, Helena, Montana 59620-2602.

Federal funds disbursed to the State of Montana should flow through the Commissioner of Higher Education (phone 406/444-6570).

Carrol Krause
Carrol Krause, Commissioner of Higher Education

2-23-86
Date

-V-

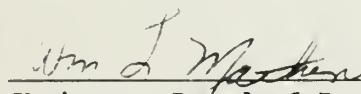
SECTION A: CERTIFICATIONS, ASSURANCES, AND ADMINISTRATIVE PROVISIONS

CERTIFICATIONS

STATE OF MONTANA

We hereby certify that:

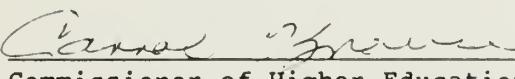
1. The Board of Regents of Higher Education of the Montana University System, as the State Board for Vocational Education and the Sole State Agency in this state, is eligible to submit the Two-Year State Plan for Vocational Education for Fiscal Years 1991 and 1992 as authorized under Part B of Title I of the Carl D. Perkins Vocational Education Act of 1984, PL. 98-524;
2. The Board of Regents has authority under state law to perform the functions of the state under the program;
3. The state legally may carry out each provision of the foregoing plan;
4. All provisions of the foregoing plan are consistent with state law;
5. The State Treasurer has authority under state law to receive, hold, and disburse federal funds made available under the foregoing plan;
6. The Commissioner of Higher Education has authority to submit the foregoing plan;
7. The Board of Regents has adopted and formally approved the foregoing plan;
8. The foregoing plan is the basis for state operation and administration of the program;
9. The State Plan was assigned SAI Number MT90022-441-X on February 22, 1990; Clearinghouse notices are distributed statewide.



Chairman, Board of Regents

2-24-90

Date



Commissioner of Higher Education

2-22-90

Date



THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602

(406) 444-6570

COMMISSIONER OF HIGHER EDUCATION

M E M O R A N D U M

TO: U. S. Department of Education
FROM: Dr. Carroll Krause
DATE: February 22, 1990
SUBJECT: Presidential Executive Order 12372

Please be advised that, to supplement provisions of E.O. 12372 and Governor's Executive Order 11-83, the Montana Intergovernmental Review Clearinghouse (single point of contact) and the Board of Regents have a Memorandum of Understanding which covers the program or activity referenced herein. The Clearinghouse has been notified of this application/proposal/plan, has assigned SAI Number MT90022-441-X, and has provided statewide notification with invitation for comments. Potential reviewers are referred to the Commissioner of Higher Education. Responsibility for formulation of an E.O. 12372 official state process recommendation has been delegated to me, and if one is to be transmitted, it will be forwarded by the Clearinghouse.



OFFICE OF THE GOVERNOR
BUDGET AND PROGRAM PLANNING

STAN STEPHENS, GOVERNOR

STATE CAPITOL

STATE OF MONTANA

(406) 444-3616

February 22, 1990

HEF FNA M N TANA -

Mr. Carrol Krause
Commissioner of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620

RE: Montana State Plan for Vocational Education
Montana State IGR Clearinghouse SAI No. MT900222-441-X

Dear Mr. Krause:

The above-captioned has been received. In order to provide notification to parties that may be interested in review and/or comment, it will be listed in the next Intergovernmental Review Bulletin issued from this office.

Any inquiries or comments regarding the report will be directed to you. Please provide copies of any comments received to the Clearinghouse for our files.

The Clearinghouse intends to take no further action on this proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Debbie Davis".

DEBBIE DAVIS
Clearinghouse Manager

Enclosure

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between the Board of Regents and the Montana Intergovernmental Review Clearinghouse (under the administrative supervision of the Office of Budget and Program Planning) to supplement the provisions of Presidential Executive Order No. 12372 and Governor's Executive Order No. 11-83.

The federal programs/activities subject to the agreements in this Memorandum are as follows:

<u>Program Name</u>	<u>CFDA reference</u>
Vocational Education: Basic Grants to States	84.048
Vocational Education: Consumer & Homemaking Education Grants	84.049
Vocational Education: State Councils	84.053

The Commissioner agrees to:

1. Notify the Clearinghouse of program announcements, application dates and review/comment deadlines;
2. Submit applications, or an abstract thereof, to the Clearinghouse;
3. Coordinate reviews, including the sponsorship of public hearings in accordance with appropriate laws or regulations;
4. Formulate any "official state process recommendations" to be transmitted through the Clearinghouse in accordance with the provisions of E.O. 12372 and subsequent federal rules;
5. Notify the Clearinghouse of approved and awarded grants by the U. S. Department of Education.

The Clearinghouse agrees to:

1. Provide notification, through its bulletin, of pending actions or applications;
2. Refer potential applicants and reviewers to the Commissioner of Higher Education within the time specified;
3. Delegate the formulation of any official recommendations to the Commissioner of Higher Education;
4. Transmit in a timely fashion any such recommendations to the U. S. Department of Education and attendant "accommodate or explain" responses to the Commissioner of Higher Education.

The Commissioner and Clearinghouse intend, by signing this Memorandum, to allow ample opportunity for intergovernmental review by parties within the state while recognizing that the Commissioner of Higher Education retains authority for formulating official recommendations on the educational programs referenced.

James L. Groves

Commissioner of Higher Education

1-27-90

Date

Delilah Stanton

For the Clearinghouse

2-22-90

Date

ASSURANCES

STATE OF MONTANA

I hereby provide the following assurances:

1. The Board of Regents will comply with the requirements of Titles I, II, III, and V of the Act and, where necessary, will describe the manner in which the Board of Regents will comply with those requirements;
2. The state will comply with the distribution of assistance requirements as contained in Section 203, Title II of PL 98-524;
3. Provisions will be made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Part A of Title II in accordance with Section 113(b)(1)(C) of PL 98-524;
4. The state will, in accordance with Section 113(b)(4) of PL 98-524, distribute at least 80% of funds available for Title II to eligible recipients except that for funds available for handicapped and disadvantaged individuals as provided by Section 202 of PL 98-524, 100% of such funds will be distributed to eligible recipients in accordance with Section 203(a) of PL 98-524;
5. In the use of funds available for single parents and homemakers under Section 201(b)(4) of PL 98-524, the state will emphasize assisting individuals with the greatest financial need and special consideration will be given to homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment;
6. The state will provide relevant training and vocational educational activities to men and women who desire to enter occupations that are not traditionally associated with their sex;
7. The state will, in accordance with Section 113(b)(9) of PL 98-524:
 - 1) develop measures for evaluating the effectiveness of programs assisted under the Carl D. Perkins Act in meeting needs identified in the State Plan, including appropriate measures for evaluating the effectiveness of programs for the handicapped; and
 - 2) evaluate all projects, services and activities under Titles II and III of not less than 20 percent of participating eligible recipients in each program year;
8. The state will fund programs of personnel development and curriculum development to further the goals identified in the State Plan;

9. The vocational education needs of those identifiable segments of the population in the state **with highest rates of unemployment** have been assessed and such needs are reflected in and addressed by the State Plan;
10. The Board of Regents will cooperate with the State Council for Vocational Education as necessary to assist the Council in carrying out its duties;
11. No funds will be expended under the Carl D. Perkins Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization;
12. For each fiscal year, expenditures for career guidance and counseling from allotments for Title II and Part D of Title III of PL 98-524 will not be less than the expenditures for such guidance and counseling for FY84 assisted under Section 134(a) of the Vocational Education Act of 1963;
13. Federal funds made available under PL 98-524 will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the State Plan, and will in no case supplant such state or local funds;
14. The state will provide for such fiscal control and fund accounting procedures as necessary to assure the proper disbursement of and accounting for federal funds paid to the state including funds paid by the state to eligible recipients under PL 98-524;
15. The state, in accordance with Section 113(b)(1)(A) and 203(a) of PL 98-524, will use funds distributed under Section 203(a) for vocational education services and activities for handicapped and disadvantaged individuals to provide:
 - 1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) the full range of vocational education programs available (including occupationally specific courses of study, cooperative education, and apprenticeship programs);
 - 2) for programs and activities for handicapped individuals in the least restrictive environment in accordance with Section 612(5)(B) of the Education of the Handicapped Act and which, whenever appropriate, are included as a component of the student's individualized education plan required under Section 612(4) and Section 614(a)(5) of the Education of the Handicapped Act; and
 - 3) for programs which are planned through the coordination of appropriate representatives of vocational education and special education;

16. Programs under Adult Training, Retraining, and Employment:

- 1) are designed with the active participation of the State Council;
- 2) make maximum and effective use of existing institutions;
- 3) are planned to avoid duplication of programs or institutional capabilities;
- 4) are designed, to the fullest extent possible, to strengthen institutional capacity to meet education and training needs addressed by Title III, Part C of the Carl D. Perkins Act;
- 5) involve close cooperation with and participation by public and private sector employers, and public and private agencies working with problems of employment and training and economic development; and
- 6) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act;

17. Funds received under the Industry-Education Partnership for Training in High Technology Occupations will be used:

- 1) solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations (including programs providing related instruction to apprentices) and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes; and
- 2) to the maximum extent practicable, in coordination with JTPA to avoid duplication of effort, and to ensure maximum effective utilization of funds under the Carl D. Perkins Act and the Job Training Partnership Act;

Except as provided by Section 342(c) of PL 98-524, not less than 50 percent of the aggregate costs of programs and projects assisted under Section 342 of PL 98-524 will be provided from non-federal sources, and no less than 50 percent of the non-federal share of aggregate costs in the state will be provided by participating business and industrial firms;

Programs and projects assisted under Section 342 of PL 98-524 will be coordinated with those assisted under Title II of PL 98-524 and, to the maximum extent practicable (consistent with the purposes of programs assisted under Title II of PL 98-524), supportive services will be organized so as to serve programs under both titles;

Programs and projects under Section 342 of PL 98-524 will be developed with the active participation of the State Council.

Tom Mathers
William Mathers, Chairman
Montana Board of Regents of Higher Education

7-26-61
Date

NOTE: Assurances from the Superintendent of Public Instruction on behalf of secondary vocational education in Montana may be found in Appendix A of this State Plan.

ADMINISTRATIVE PROVISIONS

A. STATE BOARD

1. **Name and Designation of the State Board.** In 1987, the Montana legislature designated the Board of Regents of the Montana University System as the sole state agency with responsibility for development and implementation of the State Plan and for the administration of activities relative to the Carl D. Perkins Vocational Education Act of 1984. As such, the Board of Regents has all necessary power to cooperate with the U. S. Department of Education in the administration of the State Plan.

NOTE: Montana House Bill 39, the enabling legislation which designated the Board of Regents as the sole state agency, is included as Appendix B of this State Plan.

2. The Board of Regents, in recognition of the separation contained in the Montana Constitution and in state statute, has delegated to the Office of Public Instruction those functions of supervision, evaluation, and reporting of all projects and activities which may be funded on behalf of K-12 vocational education and any other activities which, through contractual agreement, may be delegated by the Board of Regents to the Superintendent of Public Instruction. All other duties and responsibilities required by PL 98-524 and its regulations remain within the Board of Regents with the exception of certain provisions related to contracting and joint planning efforts with the Department of Labor, Job Service Division, for the administration of the Job Training Partnership Act.

NOTE: A copy of the contract between the Board of Regents and the Superintendent of Public Instruction for the administration and supervision of K-12 programs, services, and activities is included as Appendix B of this State Plan.

B. GENERAL POWERS AND DUTIES OF THE BOARD OF REGENTS

1. The government and control of the Montana University System is vested in a Board of Regents of Higher Education which shall have full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System and shall supervise and coordinate other public education institutions assigned by law.

Source: Constitution of Montana, Article X, Section 9(2)(a).

2. The Board of Regents is the policy-forming and planning body for higher education in Montana, and as such it has specific responsibility for adopting policies, enacting regulations, and establishing general rules for carrying out its duties and responsibilities.

NOTE: Other public educational institutions over which the Board of Regents has been assigned supervisory and coordination responsibilities are the public community colleges and the vocational-technical centers.

C. EXECUTIVE OFFICER DESIGNATION

1. The Commissioner of Higher Education serves as the executive officer of the Board of Regents and as such, he is responsible for efficiency and improvement in the Montana system of public higher education. He shall have the powers necessary to execute the duties and responsibilities placed upon his office by the Board of Regents.
2. The major responsibilities which have been established for the Commissioner of Higher Education are:
 - (a) To execute and administer the policies, decisions and rules of the Board of Regents. The Commissioner has broad delegated authority as executive officer of the Board of Regents and chief administrator of the University System to secure implementation of Board policy and to establish administrative regulations and policy essential to the proper governance of the system;
 - (b) To exercise control, consonant with general Board policies, over inter-unit matters, including those pertaining to budgets, curriculum, research and extension activities. It is the intent of this provision that each unit president act as chief executive officer of his unit, subject to provisions of the law and policies of the Board of Regents, but that the Commissioner control inter-unit matters in the interests of providing a unified and integrated system;
 - (c) To prepare for the Board of Regents a suggested allocation of state appropriations to the various units of the system. Budget requests approved by the Board of Regents shall be presented by the Commissioner to the Governor and to the legislature;
 - (d) To sign, on behalf of the Board of Regents, contracts and documents which have been approved or awarded by the Board;
 - (e) To prepare and submit to the Board of Regents such annual and special reports as may be required, and to see that periodic internal audits of the several campuses are conducted;
 - (f) To act as the medium through which all matters shall be presented to the Board of Regents and to the committees of the Board;
 - (g) To act as the medium for submission by unit presidents of requests for opinions from the Attorney General;
 - (h) To act as the official representative of the Board of Regents and the university system to the legislature and its committees;
 - (i) To select, remove and fix the compensation of personnel as may be necessary for the Office of the Commissioner of Higher Education in accordance with Board policies; and
 - (j) To perform other duties and responsibilities as may be prescribed by the Board of Regents.

Source: Section 204.3, Montana University System Policies and Procedures.

Statutory Authority: Article X, Section 9(2)(c), Montana Constitution

D. ORGANIZATION OF THE BOARD OF REGENTS (State Board for Vocational Education)

The Board of Regents of Higher Education consists of seven (7) members appointed by the Governor and confirmed by the Senate. Not more than four (4) may be from one congressional district and not more than four (4) may be affiliated with the same political party. One of the members of the Board shall be a student who is registered fulltime at a unit of higher education under the jurisdiction of the Board. The length of the term of the student member shall not be less than one (1) year and not more than four (4) years . . . Appointed members' terms are seven (7) years. Vacancies shall be filled for the remainder of the unfilled term.

The Board shall meet quarterly on the second Monday of April, July, September and December. Other meetings may be called by the Governor, the chairman of the Board of Regents, the secretary, or on the request of four appointed members. A majority of the appointed members of the Board shall constitute a quorum.

All committees of the Board shall be appointed by the chairman. Standing committees shall be as follows:

- o Curriculum
- o Budget
- o Capital Construction
- o By-laws and Policy
- o , Collective Bargaining

Special committees may be appointed from time to time by order of the Board.

The Commissioner of Higher Education is an ex-officio, non-voting member of all committees of the Board of Regents.

Source: Section 201.7, Montana University System Policies and Procedures

E. ADMINISTRATION OF VOCATIONAL EDUCATION

The Board of Regents (State Board for Vocational Education), through the Commissioner of Higher Education, shall employ a sufficient number of qualified staff to develop and implement the State Plan and to assure compliance with appropriate federal and state statutes, rules, and regulations.

Montana state law directs that the Board of Regents contract with the Superintendent of Public Instruction for the administration of vocational education at the levels of K-12.

"The Board of Regents shall contract with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services, and activities allowed by the 1984 Federal Carl D. Perkins Education Act, as may be amended, and in concert with the State Plan for vocational education required by the federal Act."

Source: Section 2(2), House Bill 39, 50th Montana legislature, 1987.

1. **Vocational-Technical Education Administrative and Program Development Staff.** The vocational education staff of the Board of Regents, under the direction of the Deputy Commissioner for Vocational Technical Education, will be responsible for such activities as:

- o Federal projects planning and reporting
- o Budgeting and fund allocation
- o Contracting with appropriate agencies
- o Proposal evaluation and approval
- o Project compliance monitoring
- o Office of Civil Rights methods of administration desk audits and on-site visits
- o Coordination of sex equity and single parent/homemaker activities, and
- o Other activities which may be required to assure compliance with all federal and state requirements, rules, and regulations

In addition, the vocational-technical education staff of the Board of Regents is responsible for the following developmental activities:

- o Curriculum development and review
- o Faculty professional development
- o Applied research in vocational technical education
- o Technical assistance to the field
- o Programmatic review/sunsetting

2. **Delegation of Function.** As stated previously, the function of statewide leadership for and administration of vocational education at the levels of K-12 has been delegated to the Office of Public Instruction.

Methods of Administration for Secondary Vocational Education are elaborated in Appendix D of this State Plan.

3. **Joint Planning and Coordination.** Vocational education planners in Montana recognize the need to establish processes whereby improved joint planning and coordination of activities can and will occur. The advisability of such joint effort is intensified in states such as Montana which are experiencing a period of economic difficulty.

To this end, joint planning and coordination of vocational education programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act, the Education Consolidation and Improvement Act (Chapter 1), the Education of the Handicapped Act, and the Rehabilitation Act of 1973 will be an ongoing process in Montana. In addition, joint planning and coordination efforts will involve participation of the following agencies:

- o The office of the Superintendent of Public Instruction
- o The Montana Department of Labor and Industry
- o The Montana Department of Social and Rehabilitation Services
- o The Montana Department of Family Services
- o The Montana State Council on Vocational Education
- o The Montana Department of Commerce
- o The State Occupational Information Coordinating Committee (SOICC)
- o The State Job Training Coordinating Council
- o Other groups, associations, and individuals as appropriate

Cooperative agreements will be developed to address such mutual concerns as information-sharing, goals and objectives, and proposed activities.

Currently, coordination procedures include:

- o review of the draft State Plan by the Department of Labor and Industry, the JTCC, SOICC, the MCOVE, OPI and the general public;
- o contacts with the Departments of Commerce, Family Services and Social and Rehabilitation Services to identify appropriate members of occupations to include in the Technical Committees established to advise the Board of Regents in the development of appropriate vocational-technical curricula;

- o contacts with the Department of Family Services and Social and Rehabilitation Services to determine the location of state-registered or licensed day care facilities in Montana in order to verify appropriate use of Perkins funds;
- o interagency activities with the Personnel Division of the Department of Administration to provide workshops on equity in employment.
- o active participation by the Supervisor of the Apprenticeship Unit of the Montana Department of Labor and Industry in one of the Perkins grants providing training seminars for apprentice instructors; and the activities of the Montana Apprenticeship Advisory Council (MAAC) which includes three representatives each from employer organizations and employee organizations, two state legislators, and a chairman from the public at large. The MAAC was established in 1987 by the Montana Commissioner of Labor to bring together members of labor, management and the legislature in the development of relevant apprenticeship programs. The MAAC has been addressed by the Deputy Commissioner for Vocational-Technical Education on linkage between apprenticeship training and vocational-technical education in Montana (June 15, 1988, meeting). The Education Specialist in the OPI responsible for the administration of the adult training and retraining Perkins grants has also spoken to the MAAC (April 1, 1988, meeting) to provide information on the use of Perkins funds to support apprenticeship training in Montana.

4. **Public Hearings.** A public notice with regard to public hearings on the State Plan for federal vocational education funding for fiscal years 1991 and 1992 was placed in the Montana Intergovernmental Review Clearinghouse Bulletin. In addition, public notices were sent to school districts, newspapers, colleges, universities, vocational technical centers. The location, date, and time of the public hearings are noted below:

<u>Location</u>	<u>Date</u>	<u>Time</u>
Missoula Vocational Technical Center 909 South Avenue West Missoula, Montana	March 9, 1990	9:30 a.m.
Miles Community College, Room 106 909 South Avenue West Missoula, Montana	March 13, 1990	11:00 a.m.

NOTE: Comments, suggestions, questions, and testimony presented at the public hearings and responses from the Board of Regents are included in **Appendix D** of this State Plan.

5. **Technical Committees.** The Board of Regents shall establish at least two (2) technical committees which will advise the State Board and the State Council on the development of model curricula so that state labor market needs may be addressed. The technical committees will be asked to develop an inventory of skills that may be used by the Board and other vocational education planners to identify state-of-the-art model curricula. Such an inventory should provide the type and level of skills needed for individuals to enter, to remain, and to advance in the various occupational areas taught throughout Montana.

Technical committee members will be chosen on the basis of the special knowledges and experiences with various vocational education areas which they possess. The committees will also include individuals with a general knowledge of the employment and vocational educational needs of Montana. In addition to these qualifications, the technical committee membership will include:

- o employers from pertinent industry or occupational areas for which the committees are established;
- o representatives of relevant trade or professional organizations; and
- o organized labor, where appropriate

The Board of Regents will consult with the State Council and other appropriate agencies and individuals in the establishment and subsequent work of the technical committees.

6. **Administration of Vocational Education Programs for Single Parents and Homemakers and Sex Equity Programs.** The Board of Regents has assigned one individual on the vocational-technical education staff whose responsibility it is to work fulltime to assist the Board in the following activities:

- (a) administering the program of vocational education for single parents and homemakers and the sex equity program;
- (b) gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in Montana in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs;
- (c) reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to the practices which tend to inhibit the entry of women into high technology occupations; and submitting (i) recommendations for inclusion in the State Plan of programs and policies to overcome sex bias and sex stereotyping in such programs and (ii) an assessment of the state's progress in meeting the purposes of the Act with regard to overcoming sex discrimination and sex stereotyping;

- (d) reviewing proposed action on grants, contracts, and the policies of the Board of Regents to ensure that the needs of women are addressed in the administration of the Act;
- (e) developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women, including opportunities for careers as technicians and skilled workers in technical fields and in new and emerging occupational fields;
- (f) providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in Montana on how to expand vocational opportunities for women; and
- (g) assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education, and to increase male and female students' enrollment in nontraditional programs.

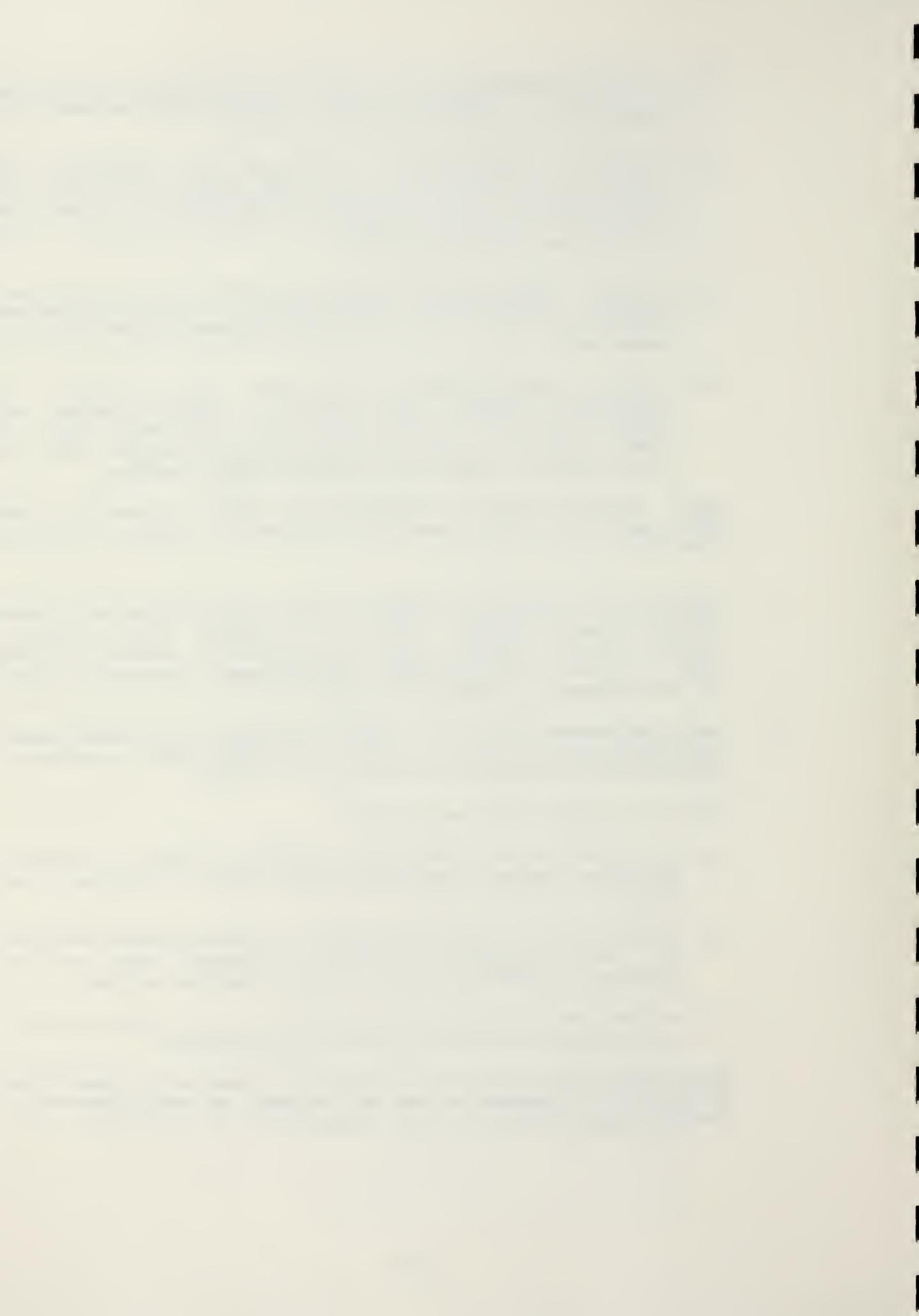
NOTE: Specific goals and objectives developed on behalf of sex equity and other related issues are elaborated in Appendix F of this State Plan.

7. **Provision of a Listing of Programs Assisted Under PL 98-524 to Each Private Industry Council.** The Board of Regents shall provide a listing of all vocational education programs in Montana assisted under PL 98-524 to each private industry council established under the Job Training Partnership Act (Section 102).
8. **Local Applications.** By 1990, eligible recipients shall submit annual applications for allocation of federal and state funds according to procedures to be established by the Board of Regents.

Such annual applications shall include:

- (a) the provision of information relative to those vocational education programs/services/activities which are proposed to be funded;
- (b) a description of how the proposed programs/services/activities will be coordinated with relevant programs under the Job Training Partnership Act and the Adult Education Act; and
- (c) an assurance that the annual application has been made available to interested parties for their review and comment.

Annual applications which fail to meet the requirements established by the Board of Regents or the Superintendent of Public Instruction (secondary applications) will not be considered for approval.



9. Procedures for Affording Eligible Recipients Reasonable Notice of Opportunity for Hearing. All applications for funds under the Carl D. Perkins Vocational Education Act will be reviewed by the staffs of the Board of Regents (postsecondary) or the Office of Public Instruction (secondary) for compliance with applicable federal and/or state laws and for completeness of required information.

Applications which are determined to be incomplete or in non-compliance will be disapproved by the reviewing agency and these applications will not be considered for competitive evaluation by grant proposal readers.

Eligible recipients for PL 98-524 funds will be given an opportunity to appeal disapproval of their applications if those applications were submitted within the required deadline for the specific grant year. Appeals will not be allowed in the following instances:

- o the applicant is not eligible to receive funds under PL 98-524; or
- o the application was received after the published submission deadline.

The applicant will be allowed to request a hearing. The applicant must give written notice to the Board of Regents of its request for a hearing. The written notice must be provided to the reviewing agency by a date to be specified by the Board of Regents. A date for the appeals hearing will be set by the Board of Regents prior to the date that the competitive evaluation of approved applications will begin. If the Board of Regents determines through the appeals hearing process that its "pending disapproval" of an application was contrary to applicable federal or state laws/regulations, the application will be approved for rating by the grant readers in the competitive evaluation process. If the Board of Regents determines through the hearing process that the applicant's appeal does not substantiate reason to approve the application, the disapproval will be final. Written notice of findings from the appeals hearing will be issued by the Board of Regents to the appealing applicant within ten (10) days after the hearing.

10. Evaluation of Applications for Project Funds. All applications that have been deemed complete and in compliance with applicable federal and/or state regulations will be competitively evaluated for quality of content by a panel of readers representing both secondary and postsecondary vocational education, as well as the interested public. Each application will be rated according to instruments published in the request for proposal (RFP) packets distributed by the Board of Regents (postsecondary) and the Superintendent of Public Instruction (secondary). (Refer to Appendix G and Appendix H.) Applications will be read in the following categories, depending on the individuals to be served and/or the nature of the activities to be performed:

Title II, Part A

Handicapped
Disadvantaged
Adults in need of training or retraining
Single parents/homemakers
Sex bias/stereotyping interventions
Correctional populations

Title II, Part B

Curriculum development
Personnel development
Guidance and career counseling
All other program improvement, innovation and expansion

Title III

Part A - Community-based organizations
Part B - Consumer/homemaking

Each application will be read by at least two readers. If the ratings received by the application from the two readers differ by 15 points or more, a third reader will review the application and the doubled average of the three ratings will prevail.

11. **Rank Ordering for Funding.** All applications that receive a combined rating of 100 points or more are eligible for funding. Projects will be funded in descending numerical order by category until all funds allocated in each category are committed.

F. DISTRIBUTION OF FEDERAL FUNDS

Federal funds will be distributed to eligible recipients in Montana at the secondary and postsecondary levels through the use of two methods:

- (1) by formula, and
- (2) by a discretionary process.

NOTE: More federal funds will be distributed to eligible recipients located in economically depressed areas of Montana than will be distributed to eligible recipients located in areas of the state which are not economically depressed.

A listing of counties in Montana which have been determined to be economically depressed appears as Appendix F of this State Plan.

Eligible recipients shall be allocated funds based on a process which utilizes federal guidelines in addition to state demographic and statistical information. Allotments calculated for those eligible recipients who do not apply for such funds will be reallocated to other eligible recipients.

Federal funds for **handicapped individuals** will be allocated through a Congressionally mandated formula (see Appendix M) which takes into account:

- o the ratio of the number of **economically disadvantaged students enrolled** in the eligible recipient to the number of such persons enrolled in all eligible recipients in Montana in the preceding year;
- o the ratio of the number of **handicapped students served** in vocational education in the eligible recipient to the number of such persons served in vocational education in all eligible recipients in Montana in the preceding year.

Federal funds for **disadvantaged individuals** will be allocated through a Congressionally mandated formula (see Appendix M) which takes into account:

- o the ratio of the number of **economically disadvantaged students enrolled** in the eligible recipient to the number of such persons enrolled in all eligible recipients in Montana in the preceding year;
- o the ratio of the number of **disadvantaged students served** in vocational education in the eligible recipient to the number of such persons served in vocational education in all eligible recipients in Montana in the preceding year.

Federal funds for persons with limited English proficiency (LEP) will be allocated to those eligible recipients serving disadvantaged individuals through the provision of vocational education programs/services/activities which include students having limited English proficiency. These allocations will be made at least in proportion to the number of LEP students enrolled in vocational education in the preceding year compared to the total number of disadvantaged students (including LEP students) enrolled in vocational education in the preceding year.

Federal funds to be distributed as **discretionary funds** by Montana shall be allocated to eligible recipients through a **request for proposal (RFP)** process.

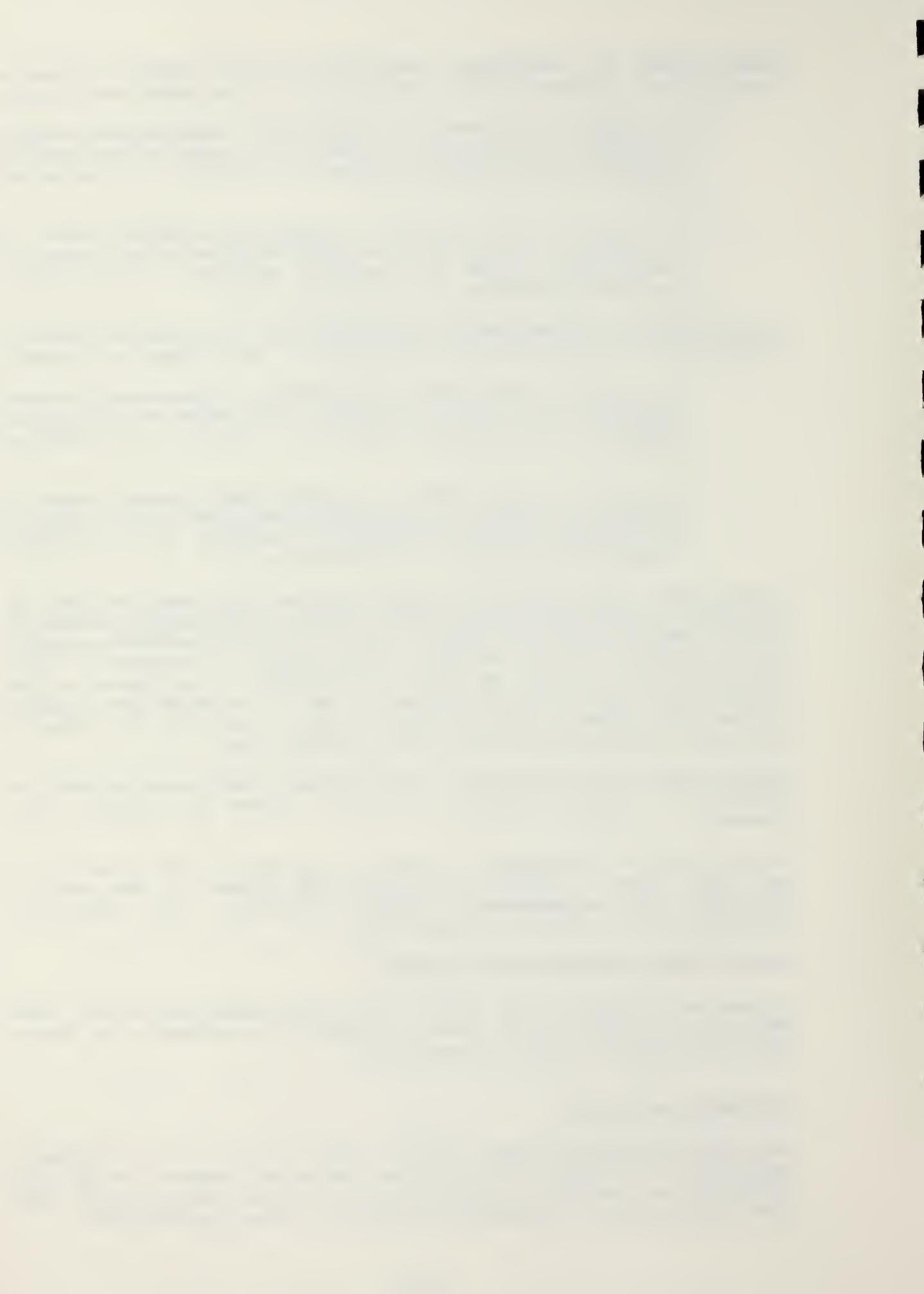
The RFP process is described in detail in **Appendix G** and **Appendix H** of this State Plan. Although the overall RFP process is the same for **secondary** and **postsecondary** eligible recipients, the application procedures have a somewhat different format.

G. FISCAL CONTROL AND ACCOUNTING PROCEDURES

Procedures to assure sound fiscal control and accounting for all funds shall be established by the Board of Regents in accordance with federal and state statutes, rules, and regulations.

H. MAINTENANCE OF EFFORT

The Board of Regents assures that the state of Montana, in its aggregate expenditure on behalf of vocational education programs during the preceding year for which federal funding is determined, will at least equal those efforts or expenditures during the second preceding year.



I. VOCATIONAL EDUCATION PROGRAMS

Vocational education programs are organized educational efforts which are designed to prepare their graduates to enter occupational areas both as paid and unpaid employees.

Occupational areas typically served by vocational education efforts at the secondary and/or postsecondary level include (but are not limited to) the following:

- o agriculture
- o business occupations
- o home economics
- o health occupations
- o marketing and distributive occupations
- o technical and emerging occupations
- o trades and industrial occupations

An organized educational program has been defined as:

- o instruction (including career guidance and counseling) related to the specific occupation for which students are engaged in relevant study
- o the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids.

The term does not mean the construction, acquisition, or initial equipping of buildings, or the acquisition or rental of land.

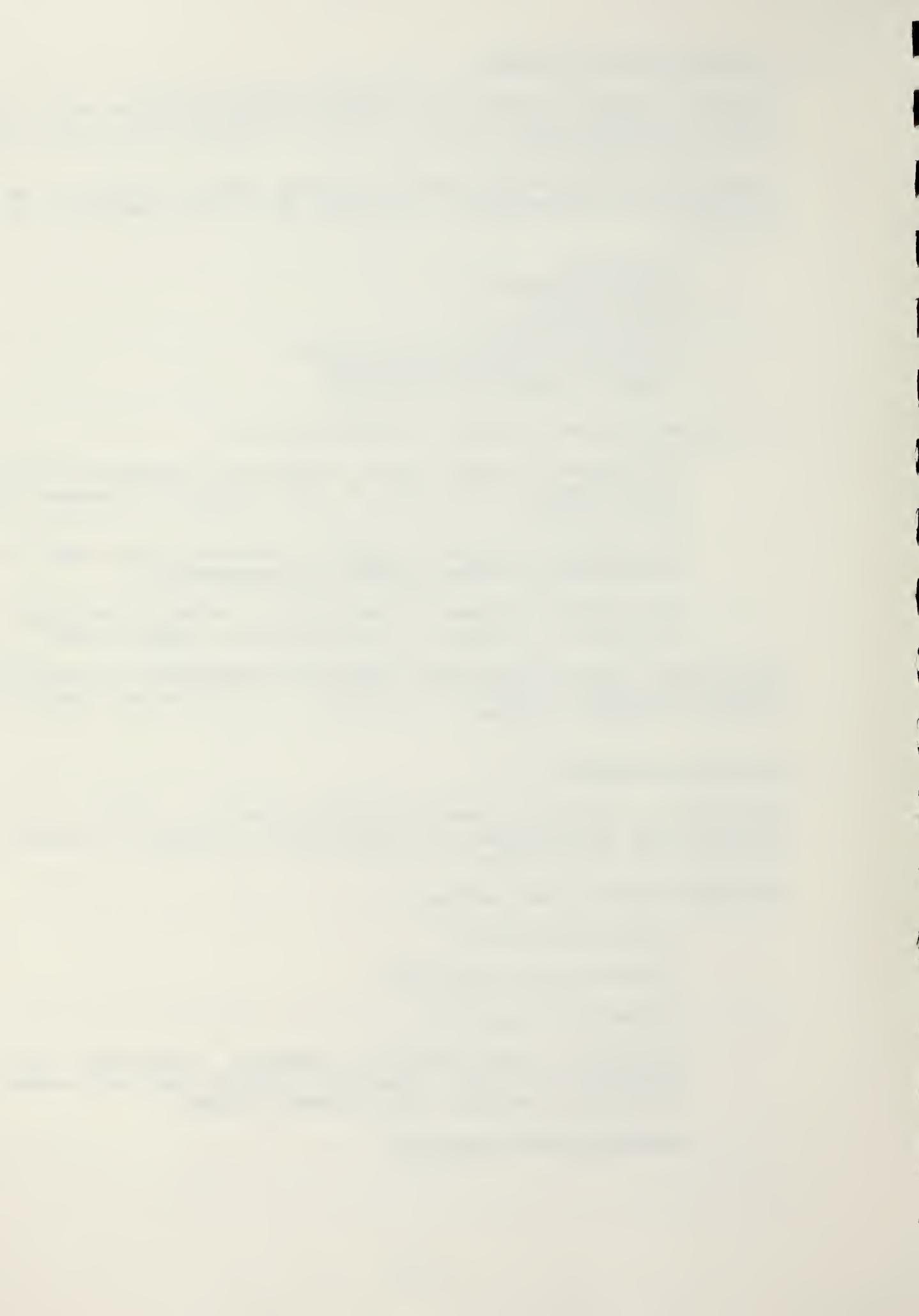
Participation in organizations which promote the development of vocational student leadership abilities is considered to be an integral part of vocational education programs.

J. VOCATIONAL INSTRUCTION

Instruction in vocational education programs must be related to the occupation for which students are preparing or be necessary for students to benefit from such training.

Vocational instruction may include:

- o classroom instruction
- o classroom-related field trips
- o laboratory and shop work
- o instruction which provides supervised occupational work experience (including cooperative education and the related instructional aspects of apprenticeship programs)
- o extended learning experiences



- o instruction designed to teach the fundamental principles of mathematics and science through practical applications which are an integral component of the student's vocational education program
- o remedial instruction designed to enable students to succeed educationally in the occupational programs for which they are preparing
- o activities related to vocational student leadership organizations

K. EVALUATION OF VOCATIONAL EDUCATION PROGRAMS, SERVICES AND ACTIVITIES

At least twenty (20) percent of the participating eligible recipients assisted in Montana by PL 98-524 will be evaluated in each fiscal year. Eligible recipients who participate in programs, services and activities through PL 98-524 funding will be required to submit vocational education program enrollment data, vocational education completer follow-up data and employer follow-up data so that the effectiveness of their vocational education programs can be measured.

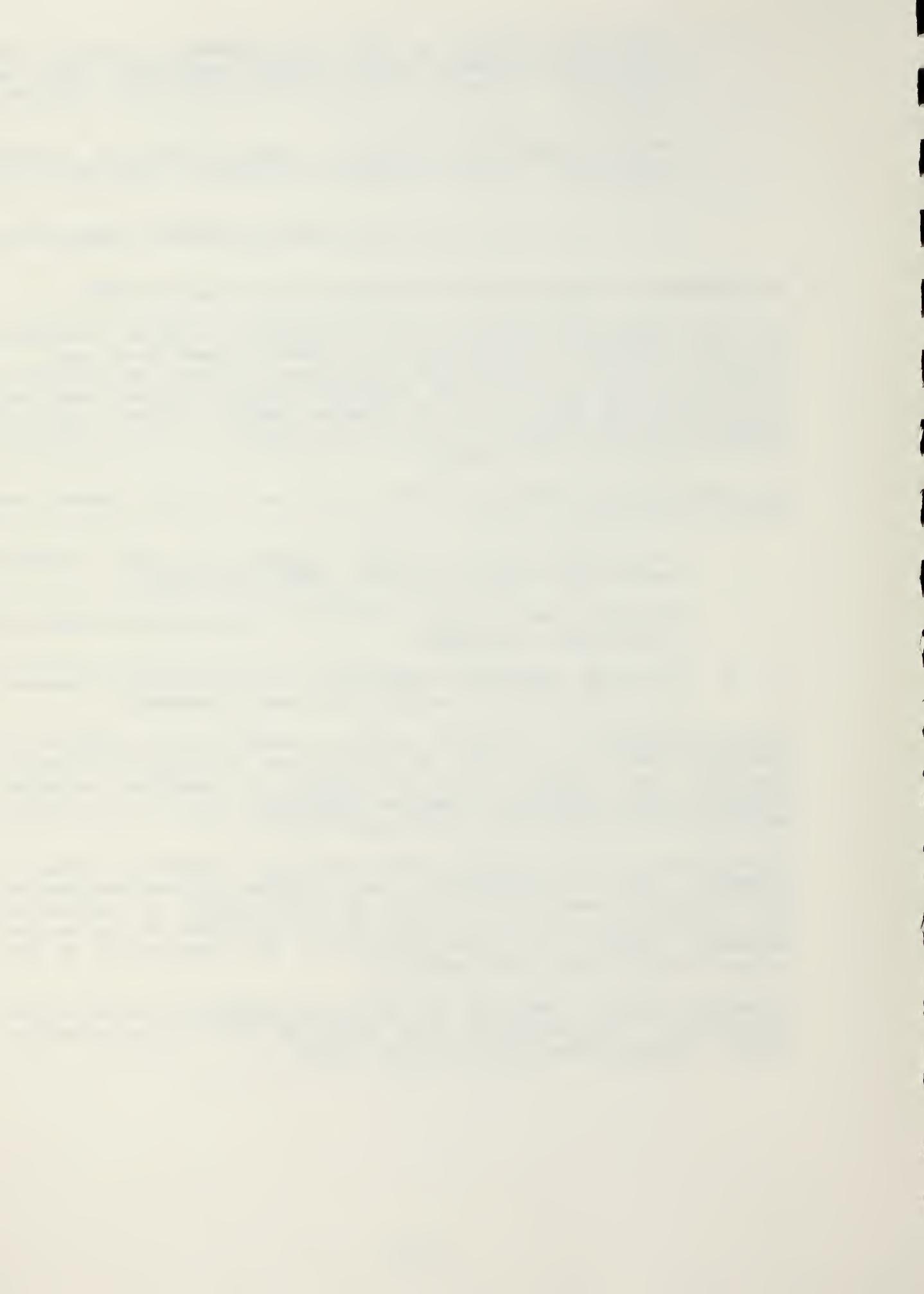
Such data provide a mechanism whereby vocational education planners can determine the extent to which:

- o the occupations for which students are being prepared realistically reflect the state's labor market needs
- o the skill levels at which students are being prepared match the hiring needs of employers
- o the basic employment competencies used in performance measures are reflective of the actual hiring needs of employers

On-site evaluation of vocational education programs will be required so that the staffs of the Board of Regents and the Office of Public Instruction may compare the actual operation of vocational education programs to the recipients' approved applications and to the various policies and standards which regulate such programs.

Currently (i.e., for program year 1991), the State "examines the needs of students" through the competitive grant procedure for awarding Perkins funds. Each statement of need within the grant proposals is evaluated by the grant proposal readers in terms of the parameters of the problem addressed, citation of substantiating data, and relationship of the proposed project to the needs identified.

Currently, the State "assesses the quality of programs" in terms of the achievement of the individual grant objectives for each funded Perkins project. These project objectives must reflect:



- o pertinence to the workplace and to new and emerging technologies;
- o responsiveness to current and projected occupational needs of Montana;
- o efforts to facilitate entry into and participation in vocational education and ease the school-to-work and secondary-to-post-secondary education transitions;
- o curricula that reflect up-to-date technological and educational content, equipment and instructional materials;
- o a capacity to meet the student's needs for general occupational skills and improvement of academic foundations.

When approving expenditures in approved budgets, State staff review whether purchase of state-of-the-art instructional equipment is planned and will not authorize purchases that do not reflect advanced technology and the occupational needs of the State. A project has been funded that addresses articulation of curricula between secondary and postsecondary educational institutions to ease student transition between secondary and postsecondary vocational education. Many of the projects funded for disadvantaged students and for single parents and homemakers specifically address facilitation of entry into either employment or vocational education. The occupational needs of the State are determined through review of State Department of Labor and Industry data and through direct contact with relevant industries in the State.

The Office of Public Instruction monitors the quality of general vocational education offerings in secondary schools in Montana, although the authority to establish, change, and eliminate secondary school programs resides solely with the local Board of Trustees of each school district. Education Specialists provide technical assistance to secondary schools in specific vocational education program areas.

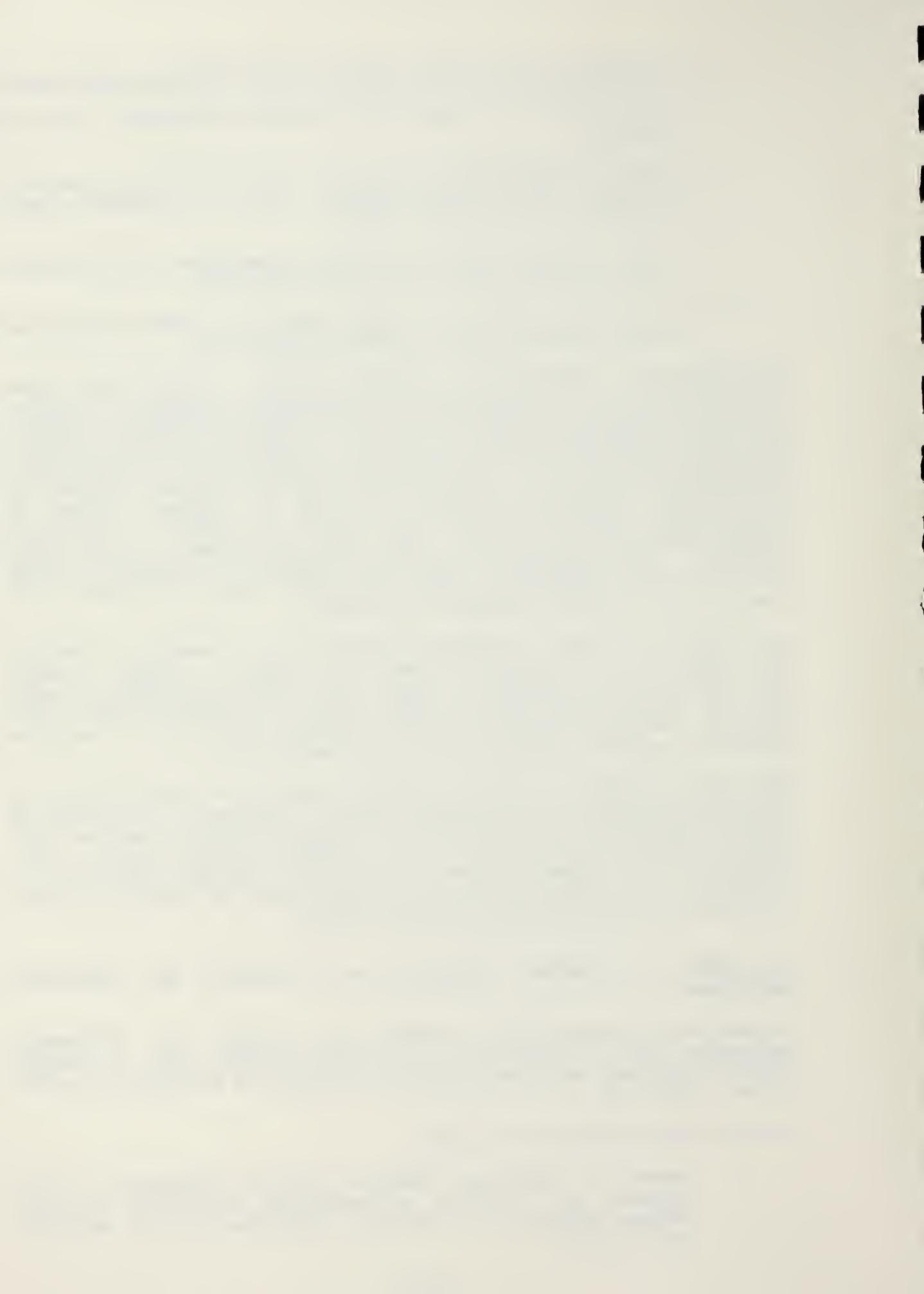
The Board of Regents of Higher Education, through the activities of its Deputy Commissioner for Vocational-Technical Education, is currently in the process of assessing the quality of postsecondary vocational-technical programs offered at the State's five vocational-technical centers. This process will be ongoing throughout the period of the State Plan and will culminate in the implementation of a formal process for continuous program evaluation for the vocational-technical system.

L. EVALUATION OF PROGRAMS, SERVICES, AND ACTIVITIES FOR HANDICAPPED INDIVIDUALS

Programs/services/activities developed on behalf of handicapped individuals shall be measured by the same criteria used to evaluate regular vocational education programs as outlined in the previous section of this State Plan.

Review of such programs will include:

- o access to vocational education programs comparable to the interests and abilities of handicapped students as monitored through analysis of enrollments in programs on both state and local levels



- o on-site evaluation, including review of special support services provided for handicapped students enrolled in vocational education programs
- o annual follow-up evaluations to determine the progress of handicapped students enrolled in vocational education programs

M. ASSESSMENT OF CURRENT AND PROJECTED OCCUPATIONAL NEEDS AND DEMAND FOR GENERAL OCCUPATIONAL SKILLS

The Board of Regents will utilize current statewide labor market information to assist vocational education planners to assess present and projected occupational needs in Montana.

N. ASSESSMENT OF VOCATIONAL EDUCATION NEEDS IN AREAS OF HIGH UNEMPLOYMENT IN MONTANA

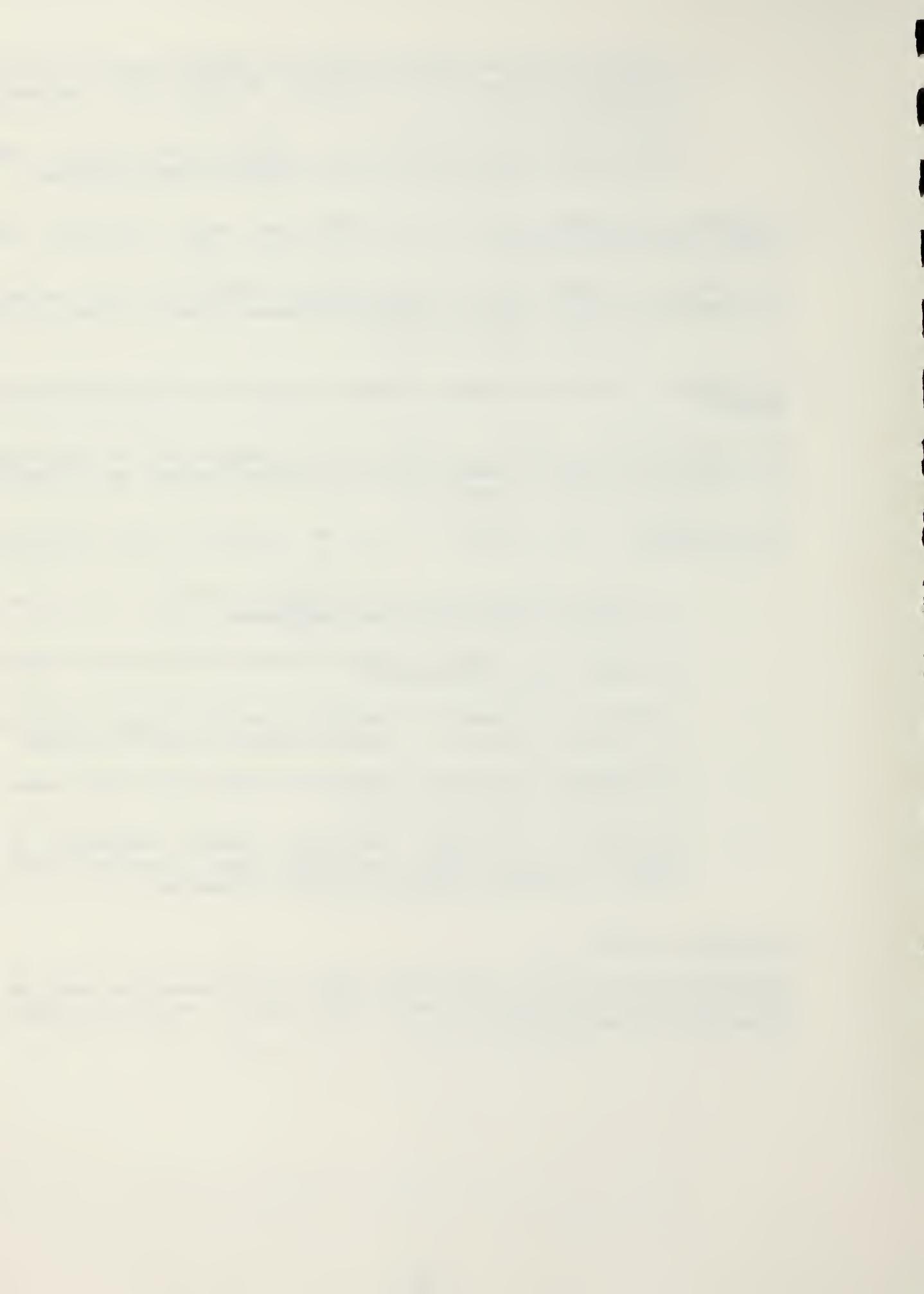
Each participating eligible recipient will be responsible for assessing the vocational education needs of those populations within its own area which have high rates of unemployment.

This assessment will include, but not be limited to, the following considerations:

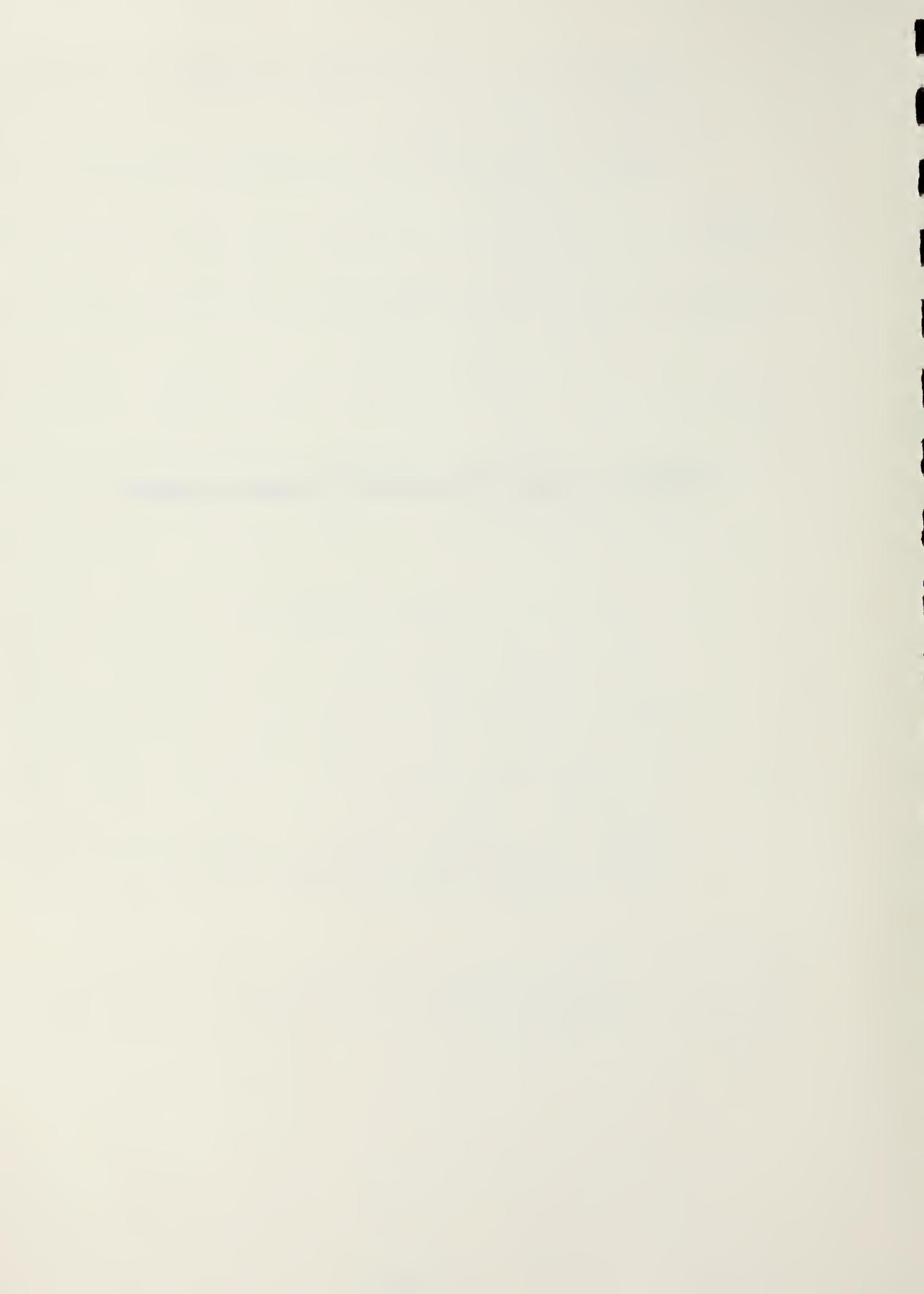
- o a review of existing vocational education programs to determine the appropriateness of entrance requirements
- o assessment of the **special support services** needed by populations with high rates of unemployment
- o comparisons of numbers of special populations **program enrollees** with **program completers** to identify reasons for lack of success
- o identification of **possible barriers** to success which might exist in vocational education programs
- o evaluation of vocational education program enrollments to determine if and/or why programs may have a disproportionate number of students representing special populations

O. DEFINITION OF TERMS

Except when noted otherwise, the terms used in this State Plan shall be consistent with those elaborated in PL 98-524 (Carl D. Perkins Vocational Education Act), Section 521.



SECTION B: PLANNING FOR VOCATIONAL EDUCATION IN MONTANA



**1. MONTANA GOALS FOR VOCATIONAL-TECHNICAL EDUCATION
1991-1992**

During the years of 1991 and beyond, Montana will continue to be a state in transition on many levels. Economic revitalization of the state and the renewal of its people will depend on the health and vitality of the workplace, which in turn will be dependent upon the availability of those educational and training opportunities that equip its citizens to reach toward their fullest potential and to meet the challenges of a global economy.

With a relatively sparse population base scattered throughout a vast geographical area, Montana presents a prodigious educational challenge to public school and postsecondary educators and administrators alike. When these factors are combined with the state's current condition of limited and dwindling financial resources, the provision of strong educational opportunities on all levels will require an enormous and sustained effort on a statewide basis.

The Board of Regents and the Superintendent of Public Instruction and their respective staffs will combine forces in an effort to assist the state in meeting these challenges.

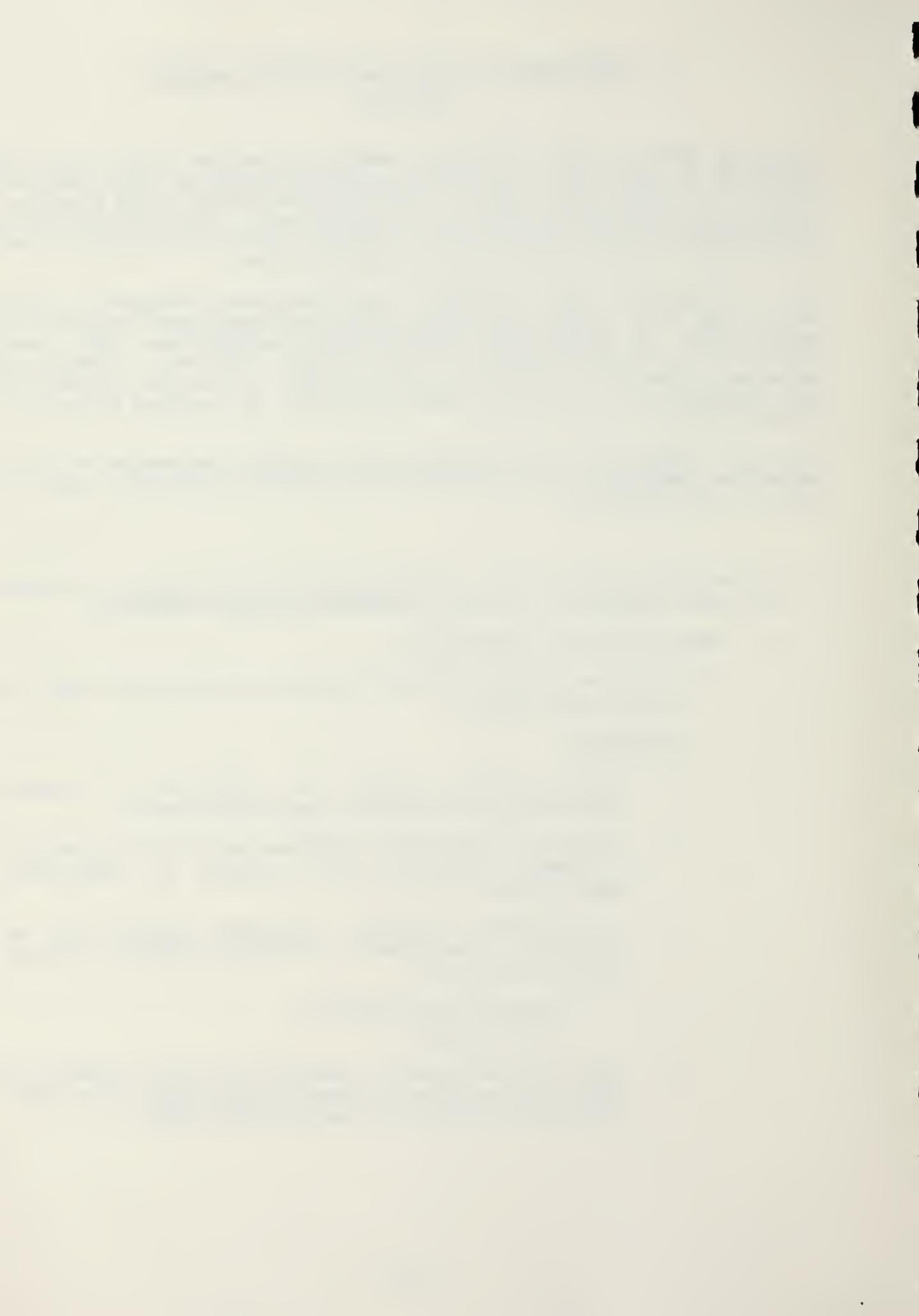
A. The following goals for 1991 and beyond have been developed by the Office of Public Instruction on behalf of **SECONDARY VOCATIONAL EDUCATION**:

1. Promote Equality of Opportunity

(a) Vocational education opportunities will provide equal access for special populations.

Objectives

- o Direct program, service and activities to special populations will increase at the secondary level.
- o Professional development workshops will focus on services to special populations with emphasis on transitional opportunities.
- o An integrated management information system will be initiated to track Chapter 1 and special education programs and populations for:
 - coordination/cooperation,
 - follow-through
- o Expand the development of measures of program, service and activity effectiveness in serving special populations under the Vocational Education Opportunities programs



(b) Vocational education opportunities will receive greater state funding.

Objectives

- o Continued state General Fund support for special populations will be sought in the 1991 legislative session.
- o General funds supporting other agency and state operations will be identified for coordination.

2. Promote Effective Use of Technology

Objectives

- o Expand by ten percent vocational programs using distance learning technology and telecommunications
- o A feasibility study will be conducted to determine the potential of satellite transmission and other new instructional technologies.
- o Equipment purchases will reflect state-of-the-art technology.
- o Expand the use of electronic mail to communicate with vocational programs

3. Strengthen the Quality of Secondary Vocational Education Teachers, Counselors and Administrators

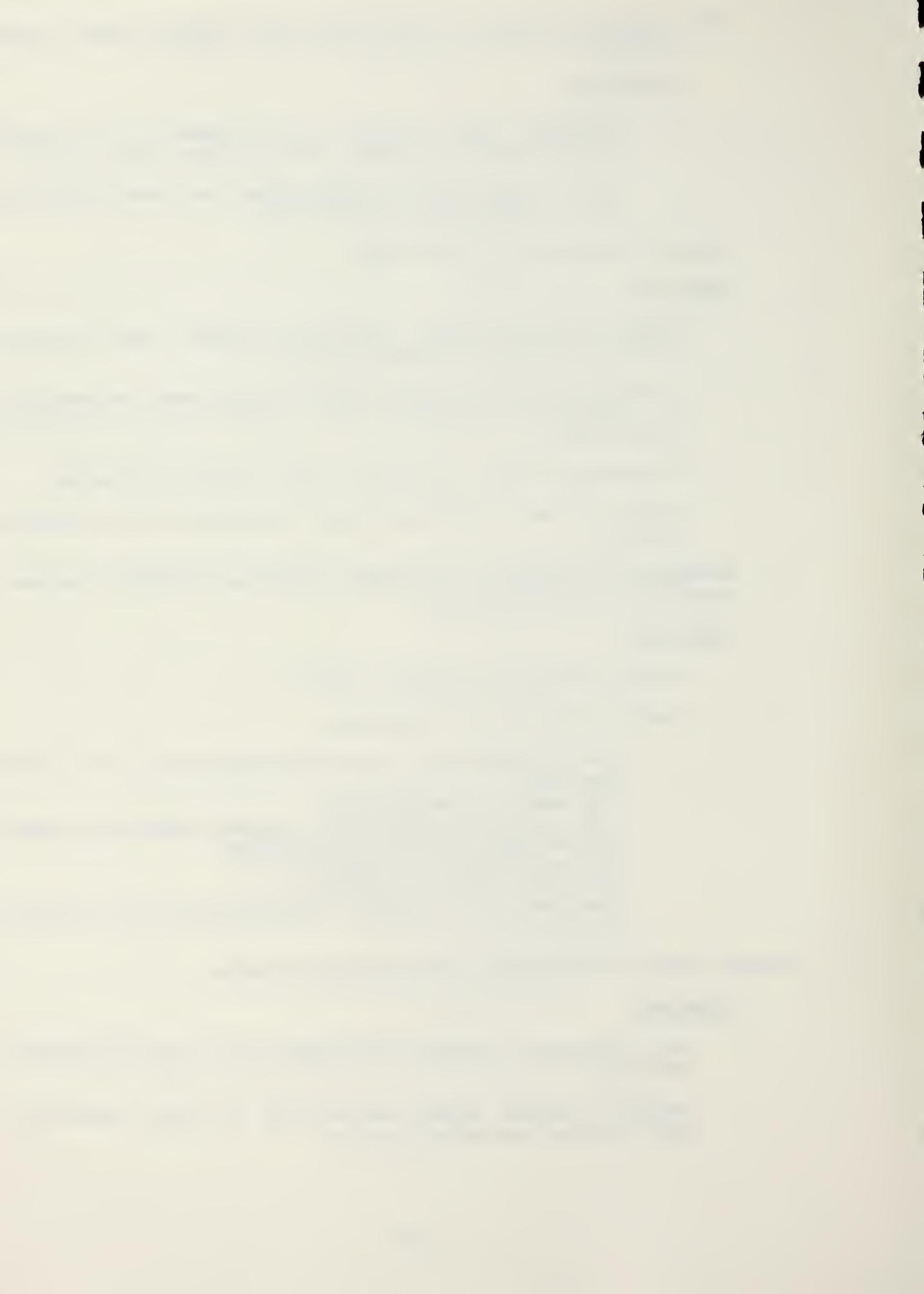
Objectives

- o Conduct personnel development workshops
- o Conduct activities that emphasize:
 - the introduction of telecommunications at four to five pilot sites
 - the use of new technologies
 - the infusion of applied math, science, and social science into the vocational education curricula
 - the development of leadership skills
 - the use of career information
 - the infusion of applied communication into vocational education

4. Promote Curriculum Development Activities and Processes

Objectives

- o All occupational curriculum development will specify competency measures.
- o Introduce applied biology and sciences into the Agriculture, Home Economics and Health programs



- o Curriculum articulation models will be demonstrated.
- o Curriculum will continue to be developed to address at-risk students in JTPA and vocational education programs.
- o Introduce a Vocational Health curriculum for Montana
- o Prevocational curriculum will continue to be expanded at the K-8 level.
- o Conduct a statewide review of the curriculum and delivery system for agricultural education

5. **Initiate Competency Testing for Secondary Vocational Education Completers/Concentrators**

Objectives

- o Determine appropriate instruments and select techniques for competency testing
- o Test the instruments at three to five pilot sites
- o Publish findings of effectiveness in the annual progress report

6. **Review the Secondary Vocational Education Program Guidelines**

Objectives

- o Revise guidelines to reflect new legislation and new vocational areas such as applied science and math.
- o Print and distribute the revised guidelines to each eligible recipient in fiscal year 1991

7. **Provide Technical Assistance to Teachers, Administrators, Counselors, Student Organizations, Professional Organizations and Other State Agencies**

Objectives

- o Conduct technical assistance activities supporting secondary vocational education and JTPA including but not limited to:
 - research
 - curriculum development
 - professional development
 - school/business partnerships
 - coordination
 - adult vocational education

8. Evaluate Twenty Percent of the Secondary Carl Perkins Projects, Inclusive of Civil Rights

Objectives

- o Schools will be notified by the Federal Programs unit of desk audit and on-site selections in accordance with the OCR methods of administration.
- o Evaluations will report achievements and deficiencies to eligible recipients within 30 days of the visitation.

9. Promote the Vocational Student Organizations

Objectives

- o State staff members will provide technical assistance and state advisor leadership at student and advisor training sessions
- o State staff advisors responsible for each vocational student organization will represent the Office of Public Instruction at a minimum of one state and one national event each year
- o Local and state events will be scheduled to minimize lost classroom time and activities

10. The Office of Public Instruction Will Fulfill the Contract Stipulations By and Between the Board of Regents and the Office of Public Instruction as Specified in the State Plan for Vocational Education

Objectives

- o Determine enrollment at the secondary level by the end of September
- o Establish secondary allocations for special populations by the end of November
- o Advertise and initiate the RFP process annually
- o Provide for rating, revision and notification respecting successful applicants by the end of April
- o Provide for hearing processes as may be necessary
- o Perform assurances as noted in the State Plan for secondary vocational education
- o Perform such other duties and responsibilities as may be required under PL 98-524 or any amendments thereto

11. Promote the Use of and Expansion of Computer-Assisted Guidance Services and Labor Market Planning Information

Objectives

- o Maintain the computer-assisted guidance program, services and activities and other life/career planning services
- o Expand the availability of guidance and career information to schools
- o Provide an annual labor market planning workshop for counselors, administrators and instructors

B. The following goals and objectives for 1991 and 1992 have been developed by the Board of Regents as a result of joint planning on behalf of POSTSECONDARY technical and vocational education programs in Montana:

1. To improve the quality of all postsecondary technical and vocational programs at the associate of applied science degree and certificate levels in Montana

Objectives:

- o Continue to strengthen the academic component of postsecondary technical and vocational programs through more effective integration of mathematics, sciences, communications, and computer literacy into curricula
- o Continue current efforts to replace inadequate or obsolete laboratory equipment in postsecondary technical and vocational education programs
- o Develop a coordinated system of reporting student enrollment, placement, and follow-up within the vocational-technical system
- o Develop a plan for greater involvement of the private sector in recruiting students, upgrading/improving programs, and providing training sites
- o Continue with efforts to provide a plan by which vocational-technical center faculty can obtain advanced degrees or continuing education on an ongoing basis
- o Develop, through a broadly participatory process, the specific criteria, process, and procedures for development and approval of the associate of applied science degree at the vocational-technical centers
- o Continue progress toward greater instructional consistency throughout the vocational-technical system by implementation of a more precise delineation of credit hours within programs on a statewide basis

- o Enhance intercampus communication and opportunity for information sharing through the establishment and maintenance of appropriate groups representing student, academic, administrative, and fiscal affairs at the vocational-technical centers and public community colleges
- o Strengthen new and existing technical-vocational educational programs through the development of statewide performance criteria, parameters, weights, and quantitative/qualitative measures

2. To ensure greater educational opportunities for diverse populations of technical and vocational students in postsecondary programs

Objectives:

- o Continue current efforts to enhance student articulation through the development of coordinated agreements between secondary and postsecondary educational institutions which are designed to facilitate appropriate forward progress of students
- o Encourage institutional research on student success and outcomes as specifically related to postsecondary technical and vocational programs
- o Establish an effective career development program which provides educational opportunities in a variety of higher education settings and includes career information/planning, counseling, academic advisement, assessment, placement, and student/employer follow-up
- o Enhance potential for appropriate transfer of credit for technical and vocational courses between two and four year institutions in Montana
- o Develop a system of evaluation and follow-up of the assessment, remedial and academic/vocational support services which are provided on behalf of disadvantaged vocational education students at the postsecondary level

3. To enhance the image of postsecondary technical and vocational education programs at all appropriate institutions

Objectives:

- o Continue current efforts to develop, implement, and maintain a comprehensive strategy for marketing technical and vocational education programs at the postsecondary level in Montana
- o Strengthen current efforts designed to broaden public awareness of technical and vocational programs and their role in preparing and maintaining a qualified workforce for the state

- o Conduct at least one (1) planning conference each program year which will focus on major issues confronting technical and vocational education, master planning, economic development needs, marketing strategies, and linkage/collaboration with business and industry
- o Encourage alliances between educators, administrators, and staffs at vocational-technical centers, community colleges, and appropriate senior-level institutions which coalesce around a common desire to promote and strengthen technical and vocational education in Montana

4. To refine the process for administration of the Carl D. Perkins Vocational Education Act as it applies to eligible recipients in Montana

Objectives Accomplished from previous State Plan for PY89 - PY90:

- o A Federal Projects Advisory Council, comprised of members of the secondary and postsecondary level subrecipients, advised the state staff on improvement and refinement of the Request for Proposals (RFP) process for competitive distribution of grant funds. The Council's recommendations were incorporated in the RFP packet distributed for program years 1989, 1990 and 1991.
- o The RFP packets were distributed in November of the year preceding the grant year to allow an additional month for subrecipients to develop and prepare proposals for funding.
- o A Technical Assistance Manual (TAM) was developed, again with input from the Federal Projects Advisory Council, and was distributed to the entire field of secondary and postsecondary subrecipients in November of 1989.
- o It was not necessary to issue bulletins to the TAM.
- o Four technical assistance training sessions were conducted around the state in both program years 1989 and 1990. The sessions were designed to review the allowable uses of the funds and the RFP process and to answer individual questions. Training was presented in Helena, Glendive, Billings, and Havre for program year 1989. For program year 1990, training sessions were held in Butte, Miles City, Lewistown and Kalispell.

Objectives for Program Years 1991 and 1992:

- o Administer the final functional year of the Carl D. Perkins Vocational Education Act of 1984 according to the standards established for program years 1989 and 1990.
- o Develop a new State Plan for program years 1992, 1993 and 1994 in accordance with all applicable regulations involved with reauthorization of the federal law governing disbursement of federal funds for vocational education to the states.

- o Develop a new Technical Assistance Manual for the subrecipients to assist them in their appropriate use of federal funds for vocational education.
- o Conduct at least two technical assistance training sessions per year around the state for eligible subrecipients.

2. PLANNING FOR IMPLEMENTATION OF TITLE II, PART A: VOCATIONAL EDUCATIONAL OPPORTUNITIES

The Board of Regents shall allocate in each fiscal year 57 percent of Title II funds to provide vocational education services and activities which are designed to meet the special needs of and to enhance the participation in vocational education programs of:

- o handicapped individuals 10%
- o disadvantaged individuals 22%
- o adults who are in need of training or retraining 12%
- o individuals who are single parents or homemakers 8.5%
- o individuals who participate in vocational education programs designed to eliminate sex bias and stereotyping 3.5%
- o criminal offenders who are serving in a correctional institution 1%

A. FEDERAL SHARE OF COSTS

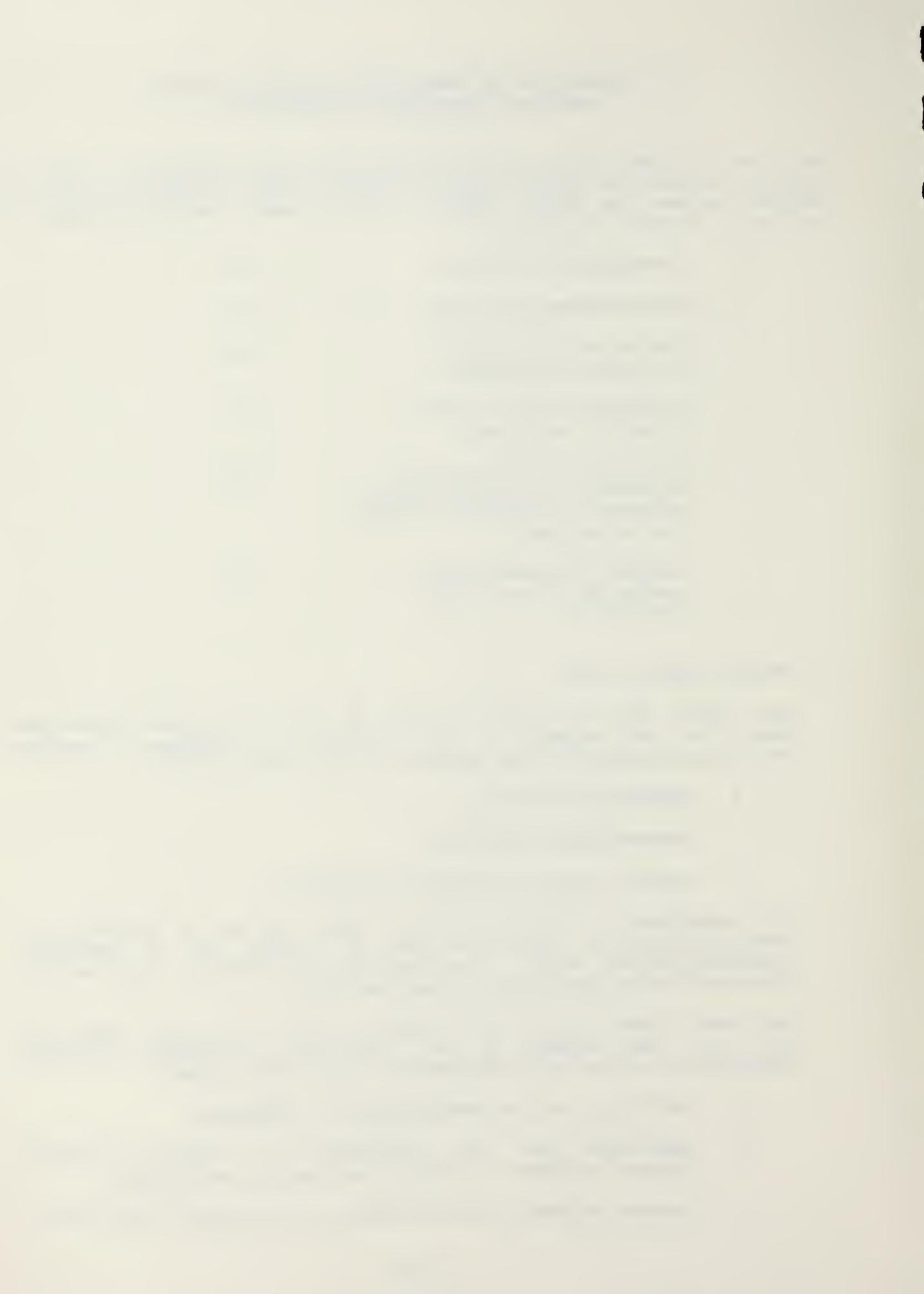
The federal share of costs (in Title II, Part A) for each fiscal year shall be 50 percent of the costs for vocational education programs/services/activities designed to assist these groups:

- o handicapped individuals
- o disadvantaged individuals
- o adults in need of training or retraining

The expenditure of Title II, Part A funds need not be matched on an activity-by-activity basis, but may be matched on an aggregate, program-by-program basis. Procedures for an aggregate match will be developed for implementation in fiscal year 1989.

The federal share of costs (in Title II, Part A) for each fiscal year shall be 100 percent of the costs for vocational education programs/services/activities designed to assist these groups:

- o individuals who are single parents or homemakers
- o individuals who are participants in vocational education programs designed to eliminate sex bias and stereotyping
- o criminal offenders who are serving in correctional institutions



The federal share for each fiscal year for local administrative costs of projects serving these targeted populations shall be 50 percent of total costs.

B. ASSESSMENT OF THE SPECIAL NEEDS OF THE TRADITIONALLY UNDERSERVED POPULATIONS TARGETED IN TITLE II, PART A

This group of "traditionally underserved populations" has been defined to mean those persons who fit into one or more of the six categories defined earlier in this section.

In planning vocational education programs which include students representative of these traditionally underserved groups, the eligible recipient shall identify special needs of such students, in addition to making an assessment of the labor market demands for the occupations for which they will be prepared. Planning must include consideration of the special modifications in equipment, facilities and timetables which may be required in order for these special needs students to succeed in the workplace.

C. SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF HANDICAPPED AND DISADVANTAGED STUDENTS

The State Board shall allocate 10 percent of Title II funds for handicapped individuals and 22 percent of such funds to disadvantaged individuals (including persons with limited English proficiency).

The federal share (50 percent) of expenditures for handicapped and disadvantaged students in vocational education shall be used only for: supplemental or additional staff, equipment, materials, and services which are not provided for other vocational education students but which are essential for handicapped or disadvantaged students to participate in the regular program; excess costs above the average per pupil expenditure for staff, equipment, materials, and services which are provided in a separate program for disadvantaged or handicapped students if the conditions of these students require a separate program. For example:

- o Federal funds may be used to pay 50% of supplemental/additional or excess costs of teachers or teacher aides who support handicapped students enrolled in vocational education programs
- o Federal funds may be used to pay 50% of supplemental/additional or excess costs of specialized equipment or specialized adaptations of equipment necessary for handicapped students to participate in vocational education programs

Funds available for the disadvantaged may also be expended for the acquisition of modern machinery and tools in schools where at least 75 percent of the students enrolled are economically disadvantaged.

- o Federal funds may be used to pay the supplemental/additional or excess costs of materials, such as individualized instructional materials, specially designed workbooks or textbooks, and self-paced individualized learning materials.

- o Federal funds may be used to pay the supplemental/additional or excess costs of special services, including vocational assessment services, specialized guidance/counseling/career development services and counseling services which facilitate the transition from school to work. Such funds may also be used to support inservice activities which assist vocational education teachers, counselors and administrators to better serve the special needs of handicapped and disadvantaged students who are enrolled in vocational education programs

D. CRITERIA FOR SERVICES AND ACTIVITIES FOR HANDICAPPED AND DISADVANTAGED STUDENTS

The Board of Regents assures that all students (including women, members of minority groups, handicapped individuals, disadvantaged persons, and those with limited English proficiency) shall have equal access to vocational education programs, services, and activities in Montana.

Each eligible recipient will be required to make an annual public notice to students, parents, employees, and to the general public in English (as well as in the community's second language, where appropriate) that it does not discriminate against students or employees on the basis of:

--race
--color
--national origin
--sex
--age
--handicap

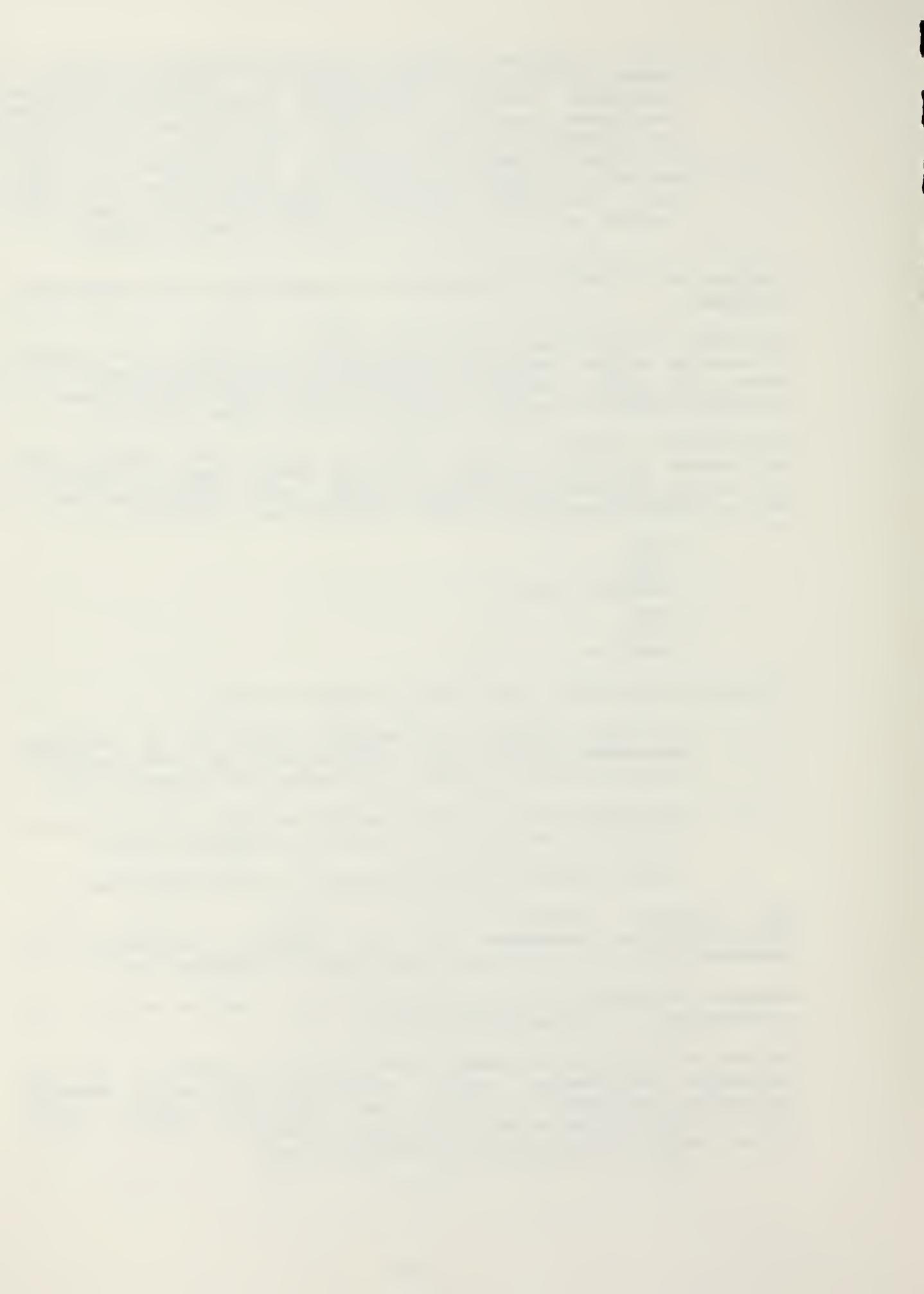
The public notice shall contain the following information:

- o the name, address and telephone number of the individual designated to coordinate the various compliance activities related to Title IX (equity) and Section 504 (accessibility)
- o an assurance that a lack of English language skills will not be a barrier to enrollment in a vocational education program
- o a brief summary of vocational education program offerings

Each eligible recipient will be required to place similar nondiscrimination statements in its handbooks, publications and catalogues, including enrollment and employment application forms.

Placement activities such as counseling, guidance, and job referrals will be conducted on a nondiscriminatory basis.

Program activities for handicapped persons will be provided in the least restrictive environment. Special provisions for special education instruction, curricular adaptations, and supplemental support services will be made available to each handicapped student in an effort to ensure his/her success in the vocational education program.



Board of Regents and Office of Public Instruction state staffs will monitor enrollment procedures, eligibility criteria, and facilities provided by each eligible recipient to assure that handicapped and disadvantaged individuals have equal access to vocational education programs.

E. IDENTIFICATION OF HANDICAPPED INDIVIDUALS

When applied to individuals for the purposes of PL 98-524, the term "handicapped" means those individuals who are:

- o mentally retarded
- o hard of hearing or deaf
- o speech impaired
- o visually handicapped
- o seriously emotionally disturbed
- o orthopedically impaired
- o other health impaired
- o persons with specific learning disabilities who require special education and related services and who (because of their handicapping condition) cannot succeed in a regular vocational education program without special assistance

F. IDENTIFICATION OF DISADVANTAGED INDIVIDUALS

The term "disadvantaged" shall mean individuals other than handicapped persons who have economic and/or academic disadvantages which result in their need for certain special assistance or service in order to succeed in vocational education programs.

The term "disadvantaged" may be used to include individuals who are:

- o members of economically disadvantaged families
- o migrants
- o persons with limited English proficiency (LEP)
- o persons who are dropouts from secondary education
- o persons who are identified as potential dropouts from secondary education

The definition does not include individuals with learning disabilities.

"Academically" disadvantaged means an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies.

"Economically" disadvantaged means a family or an individual who is considered to be of low income on the basis of eligibility for: free or reduced-price school lunch; AFDC or other public assistance programs; a Pell grant or comparable State program of need-based financial assistance; or participation in programs under Title II of the JTPA. In addition, an annual income at or below the official poverty line established by the Director of the federal OMB is accepted as an indicator of economic disadvantage.

G. SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF ADULTS WHO ARE IN NEED OF TRAINING OR RETRAINING

The Board of Regents shall allocate 12 percent of the funds available under Title II for vocational education efforts aimed toward the assistance of adults who are in need of training or retraining in Montana.

The Board of Regents may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

The Board of Regents may authorize funds from the adult training/retraining allocation for the following types of activities:

- o programs or projects which provide for, improve, or expand postsecondary vocational education services and opportunities at all institutional levels for the training or retraining of adults (including programs for older adults and displaced homemakers)
- o additional training under Title III of the Job Training Partnership Act (JTPA)
- o costs of serving adults in other vocational education programs (including such costs as keeping educational facilities open for longer periods of time)
- o organized programs designed for individuals who have completed or left high school and in which credit may be awarded toward a degree at the associate (but not baccalaureate or higher degree) level
- o adults who have already entered the labor market or who have completed or left high school and are enrolled in vocational education programs not otherwise described in this section

H. IDENTIFICATION OF ADULTS WHO ARE IN NEED OF TRAINING OR RETRAINING

The Board of Regents will identify as "adults in need of training or retraining" those individuals who are above the compulsory school age and who belong in one of these following categories:

- o persons who have graduated from or left high school and who are in need of additional vocational education so that they may enter the workforce

- o unemployed persons who are in need of vocational training so that they may successfully gain employment or increase their chances for employment
- o employed persons who require additional vocational training so that they may retain their jobs or who need such training so that they may qualify for higher paid or more dependable employment
- o displaced homemakers and single heads of households who are entering or reentering the workforce
- o persons who are in need of vocational training so that they may seek new employment opportunities or who need retraining in new skills which are required as a result of technological advances
- o workers who are 55 years of age or older

I. SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF SINGLE PARENTS AND HOMEMAKERS

The Board of Regents shall allocate 8.5 percent of funds available for Title II for vocational education activities developed on behalf of single parents and homemakers in Montana.

The Board may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

The Board of Regents may authorize funds from the single parent and homemaker allocation for the following types of activities:

- o programs which provide vocational education and training activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills
- o programs which provide for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills
- o programs located in **community-based organizations** which provide vocational education services to single parents and homemakers, if the state determines that the community-based organization has **demonstrated effectiveness** in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants
- o programs which make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible

- o activities which provide information to single parents and homemakers to inform them of vocational education programs and related support services

NOTE: Priority will be given to the direct provision of services to single parents and homemakers in areas of Montana with limited social services and other vocational education opportunities. Emphasis also will be placed on assisting individuals with the greatest financial need. Special consideration will be given to homemakers who, because of divorce, separation, disability or death of a spouse, must now prepare for paid employment.

J. IDENTIFICATION OF SINGLE PARENTS AND HOMEMAKERS

The Board of Regents will identify as a "single parent" a person who is unmarried or legally separated from a spouse and who has a minor child or children for which the parent has either custody or joint custody, or a single pregnant woman.

The Board of Regents will identify as a "homemaker" a person who is an adult and who has worked as an adult primarily without pay to care for the home and family and who, for that reason, has diminished marketable skills for entering the workforce.

K. SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF INDIVIDUALS WHO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS WHICH ELIMINATE SEX BIAS AND STEREOTYPING

The Board of Regents shall allocate 3.5 percent of Title II funds for vocational education activities designed to eliminate sex bias and stereotyping.

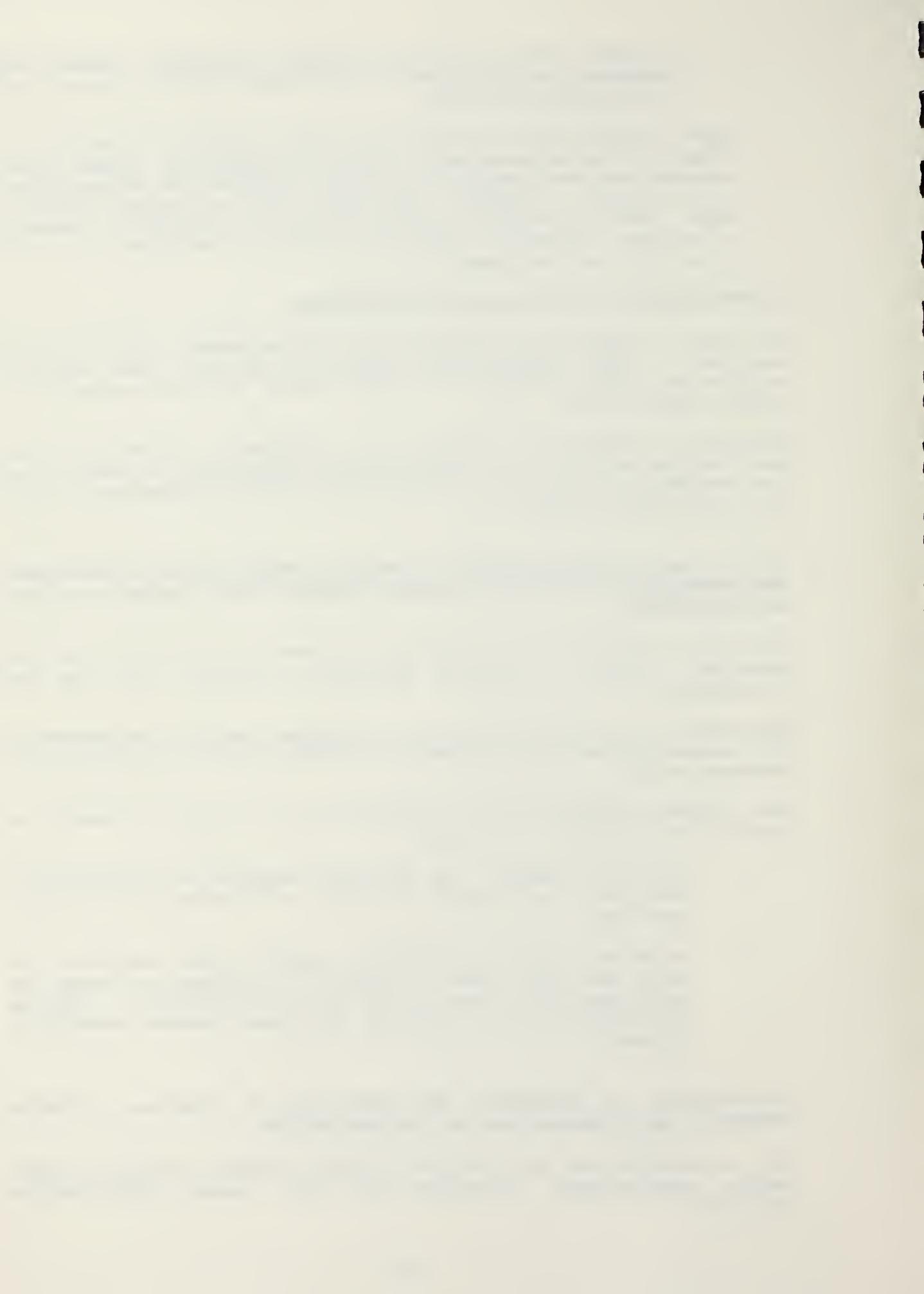
The Board may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

The following activities may be authorized by the Board of Regents on behalf of this section of PL 98-524:

- o programs, services, and activities designed to eliminate sex bias and stereotyping in secondary and postsecondary vocational education
- o vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families. (The age limitations may be waived by the Human Resource Development Officer.)

L. IDENTIFICATION OF INDIVIDUALS WHO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS TO ELIMINATE SEX BIAS AND SEX STEREOTYPING

Such individuals may be identified through outreach programs, social service organizations, recruitment and other student identification activities.



M. SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF CRIMINAL OFFENDERS

The Board of Regents shall allocate 1 percent of the funds available under Title II for vocational education services and activities designed to meet the special needs of, and to enhance the participation of criminal offenders who are serving in a correctional institution in Montana.

The Board of Regents may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

N. IDENTIFICATION OF CRIMINAL OFFENDERS

The Board of Regents will identify as a "criminal offender" that individual who is charged with or convicted of any criminal offense (including a youth or juvenile offender).

Criminal offenders must be serving in a correctional institution such as:

- o a prison or jail
- o a reformatory or detention center
- o a work farm
- o a halfway house or community-based rehabilitation center
- o any other similar institution designed to confine or rehabilitate persons who are criminal offenders

O. OTHER PROGRAMS/SERVICES/ACTIVITIES FUNDED UNDER TITLE II, PART A

Title II funds may be used for the following activities, subject to approval by the Board of Regents:

- o basic skills instruction for vocational education students which is related to their educational program whenever the Superintendent of Public Instruction (secondary) or the Board of Regents (postsecondary) determines that such instruction is necessary to meet special needs of the targeted populations identified previously in this section
- o the provision of educational training through arrangements with private vocational schools, private postsecondary education institutions, and employers wherever such institutions or employers can make significant contribution to the accomplishment of the objectives of the State Plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services which are not available at public institutions

NOTE: At the discretion of the Board of Regents, Title II, Part B funds that are unexpended in a program year may be redirected to Title II, Part A use in the following program year, provided those redirected funds are expended in accordance with Title II, Part B requirements (e.g., dollar-for-dollar match).

**3. PLANNING FOR IMPLEMENTATION OF TITLE II, PART B:
VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION AND EXPANSION**

The Board of Regents shall allocate in each fiscal year 43 percent of its Title II funds for vocational education program improvement, innovation and expansion.

The Board may set aside and retain at the state level up to 20 percent of such funds so that programs may be conducted on a statewide basis.

NOTE: Title II, Part B funds may be used to pay 50 percent of the costs of programs/services/activities associated with this section of PL 98-524.

The Board of Regents may approve the use of Title II, Part B funds for:

- o the improvement of quality of vocational education programs, including high technology programs which involve industry-education partnerships, apprenticeship training and the provision of technical assistance

For example, the improvement of such programs may include the following:

- modifying or upgrading equipment to meet current business and industry specifications
- the acquisition of new state-of-the-art equipment
- the acquisition of teaching aids
- expanding curriculum to include new and emerging technologies
- conducting and participating in inservice education programs designed to assist vocational educators to improve program quality
- providing technical assistance to eligible recipients
- the acquisition of equipment to expand vocational programs

- o the expansion of vocational education activities necessary to meet student needs, such as:

- programs conducted outside the school day for students unable to participate during the regular school day
- employment of teacher aides
- developing and conducting short-term laboratory courses to complement the on-the-job training of cooperative education students

- o the introduction of new vocational education programs, particularly in economically depressed urban and rural areas

- o the creation or expansion of vocational education programs designed to train workers in skilled occupations needed to revitalize business and industry or to promote the entry of new business and industry
- o those exemplary and innovative vocational education programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities
- o the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults which may include upgrading the skills of:
 - employed workers
 - workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation
 - workers with limited English proficiency
 - displaced homemakers and single heads of households
- o the improvement and expansion of career counseling and guidance
- o programs relating to curriculum development in the state (including the application of basic skills training)
- o special courses and teaching strategies designed to teach the fundamental principles of mathematics and science as an integral part of the vocational or prevocational program
- o vocational education student organizations
- o acquisition of high technology equipment for vocational education programs
- o day care services for children of students in secondary and postsecondary vocational education programs
- o programs related to modern industrial and agricultural arts
- o prevocational programs which provide students with a greater understanding of vocational education programs
- o acquisition and operation of communications and telecommunications equipment for vocational education programs
- o provision of inservice and preservice training which is designed to increase the competence of teachers, guidance personnel, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular vocational education programs

- o provision of stipends for students entering or already enrolled in vocational education programs who have acute economic need which cannot be met under work-study programs

4. PLANNING FOR IMPLEMENTATION OF TITLE III: SPECIAL PROGRAMS

Title III funds under the Carl D. Perkins Vocational Education Act may be used to pay 100% of costs of certain special programs described in this section.

A. TITLE III, PART A: STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS.

The Board of Regents may allocate Title III, Part A funds for certain vocational education programs or activities which are planned jointly by eligible recipients and community-based organizations (CBOs) within Montana. Eligible recipients and CBOs that desire to conduct such programs shall prepare jointly a program application, including the shared budget.

Such applications shall be submitted to the Board of Regents and shall contain at least the following items:

- o an agreement between the CBO and the eligible recipients in the area to be served, which includes the designation of fiscal agents established for the program
- o a description of the program, service, or activity for which assistance is sought, together with evaluation criteria to be applied to the program
- o assurances that the CBO will give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16 through 21, inclusive
- o assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought
- o a description of the collaborative efforts with the eligible recipients and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into vocational education programs
- o assurances that the programs conducted by the CBO will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the state

1. Use of Funds Under Title III, Part A. The Board of Regents may approve funds for the following types of programs planned jointly by CBOs and eligible recipients:

- o outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training

- o transitional services such as attitudinal and motivational prevocational training programs
- o prevocational educational preparation and basic skills
- o special prevocational preparations programs targeted for inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs
- o career intern programs
- o assessment of student needs in relation to vocational education and jobs
- o guidance and counseling to assist students with occupational choices and with the selection of a vocational education program

B. **TITLE III, PART B: CONSUMER AND HOMEMAKING EDUCATION**

The Board of Regents may allocate funds from this category to secondary school districts to conduct approved consumer and homemaking vocational education programs, including the following:

- o instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking
- o instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management) and clothing and textiles

1. **Use of Funds Under Title III, Part B.** The Board of Regents may approve funds for programs designed for the following purposes:

- o to conduct programs in economically depressed areas
- o to encourage participation of traditionally underserved populations
- o to encourage the elimination of sex bias and sex stereotyping
- o to address priorities and emerging concerns at the local, state, and national levels

NOTE: Not less than one-third of Title III, Part B funds shall be expended in economically depressed areas or areas with high rates of unemployment. This portion of the funds shall be expended for programs designed to assist consumers and to help improve home environments and the quality of family life.

5. STATE RESTRICTIONS ON EXPENDITURE OF PERKINS FUNDS

- o Carl D. Perkins Vocational Education Act funds will not be used to purchase over-the-road vehicles which are designed to transport people. Section 20-10-101 of the Montana Code Annotated requires that transportation of primary and secondary school students to and from curricular activities must be done in a school bus that meets the requirements of Section 20-10-102, M.C.A. All vehicular equipment must be for instructional purposes only. Vehicles such as pickup trucks, earth moving equipment and farm implements used in construction classes or on school farms may be approved on a case-by-case basis providing the particular vehicle can be directly associated with an instructional unit within the vocational curriculum. Items such as station wagons, cars and passenger vans will not be approved for purchase.
- o Carl D. Perkins Vocational Education Act funds may not be used to subsidize, reimburse or pay for unregistered or unlicensed dependent care, or such care provided by vocational education student family members.

(AMENDMENTS)

- o Carl D. Perkins Vocational Education Act funds may be used to apply the latest technological advances to courses of instruction. Only state-of-the-art instructional equipment, not obsolete or low technology instructional equipment, may be purchased within approved grants, e.g., computers may be purchased, but not typewriters.
- o Indirect costs eligible to be used as match for Carl D. Perkins Vocational Education Act funds shall be based on the following formula:

Total Indirect Costs Allowable	(1)
<u>- 8% Direct Charges to the Grant</u>	(2)
Allowable Indirect Costs for Match	(3)

in which (1) total indirect costs are calculated by taking the federal portion of the Perkins grant (excluding equipment) times the requesting agency's approved restricted indirect cost rate; (2) the applicable federal portion of the Perkins grant determined under (1) is multiplied by 8% to provide the recoverable federal indirect cost amount; and (3) the recoverable amount calculated under (2) is subtracted from the total allowable indirect costs amount determined under (1). The result is the amount of indirect costs eligible to be used as state/local matching funds in satisfying the cost-sharing requirements of Perkins funds.

- o Montana state law states that: "Related and supplemental instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for such instruction shall be the responsibility of state and local boards responsible for vocational education." (Section 39-6-103, **Montana Code Annotated**) In order to help provide apprenticeship-related instruction, \$60,000 of the funds in the Adult category of Title II, Part A of the Carl D. Perkins Vocational Education Act will be dedicated to paying qualified apprenticeship instructor's salaries at the rate of approximately \$9.00 per hour. Because Montana is a sparsely populated state, an additional \$8,000 of Adult funds will be set aside to pay for delivery of approved home study courses for apprentices who do not have ready access to classroom instruction.

SECTION C: APPENDICES

APPENDIX A

Assurances for Secondary Vocational Education

The State Superintendent of the Office of Public Instruction issues the following assurances to the Board of Regents as the State Board for vocational education in concert with federal regulations governing Public Law 98-524.

The Superintendent of Public Instruction assures that:

The Office of Public Instruction will comply with the requirements of Titles II and III of the Act and, where necessary, will describe the manner in which the Office of Public Instruction will comply with those requirements.

The Office of Public Instruction ensures that provisions will be made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Part A of Title II in accordance with Section 113(b)(1)(c).

The Office of Public Instruction will provide relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.

The Office of Public Instruction will fund programs of personnel development and curriculum development to further the goals identified in the State Plan.

The vocational education needs of those identifiable segments of the population in the state with the highest rates of unemployment have been assessed and such needs are reflected in and addressed by the State Plan.

The Office of Public Instruction will, in accordance with Section 113(b)(9):

- o develop measures for evaluating the effectiveness of programs assisted under the Act in meeting needs identified in the State Plan including appropriate measures for evaluating the effectiveness of programs for the handicapped; and
- o evaluate each program year, all of the project services and activities under Titles II and III of at least 20% of the participating eligible recipients.

No funds will be expended under this Act to acquire equipment which results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.

For each fiscal year, expenditures for career guidance and counseling from allotments for Title II will not be less than the expenditures for such guidance in counseling for FY 1984 assisted under Section 134(a) of the Vocational Education Act of 1963.

Federal funds will be used to supplement and, to the extent practical, increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the State Plan, and in no case supplant such state or local funds.

The Office of Public Instruction will provide for such fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, federal funds paid to the state which flow to the Office of Public Instruction, including funds paid by the state to eligible recipients.

The state, in accordance with Section 113(b)(1)(A) and 203(a), will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals to provide:

- (1) for equal access:
 - o in recruitment, enrollment, and placement activities; and
 - o to the full range of vocational education programs available including occupational specific courses of study, cooperative education, and apprenticeship programs;
- (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's Individualized Education Plan, and
- (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

Nancy Keenan
Nancy Keenan, Superintendent
Office of Public Instruction

2-16-90

Date

APPENDIX B

CONTRACT

This agreement made and entered into this 12 day of June, 1983, between the Board of Regents of Higher Education of the State of Montana (Regents) and the Superintendent of Public Instruction of the State of Montana (Superintendent) is as follows:

Whereas, pursuant to section 20-16-102 of the Montana Codes Annotated, the Regents are designated the sole state agent responsible for the administration and supervision of the state vocational education program which designation of a sole state agent is required under the Carl D. Perkins Vocational Education Act of 1984 (20 U.S.C. 2321); and

Whereas, the above-cited federal law authorizes the sole state agent to delegate certain of its responsibilities to other appropriate state agencies; and

Whereas, the above-cited state law directs the Regents to contract with the Superintendent for the administration and supervision of K-12 vocational education programs, services and activities allowed by the federal law, as may be amended, and in concert with the state plan for vocational education required by the federal act;

Now therefore, the Regents and the Superintendent agree as follows:

- I. The Superintendent or her agent shall, consistent with the vocational education/vocational-technical education policies or regulations of the Regents and state and federal law and in a timely fashion according to established schedules to facilitate sole state agent compliance with federal reporting deadlines
 - A. approve all applications for federal funding submitted from K-12 applicants or for K-12 level activities as are appropriate under federal law;
 - B. administer such programs, services and activities and maintain and supply to the Regents necessary records;
 - C. provide fiscal advice and management for such programs, services and activities;
 - D. evaluate such programs and submit required reports on such programs and related activities, including those required by the Federal Office of Civil Rights or the Federal Office of Vocational and Adult Education regarding (1) enrollment and placement of members of disadvantaged, handicapped, and otherwise legally protected classes, (2) levels of competency achieved in particular vocational education programs, (3) fiscal matters regarding federal matching funds and disbursement of federal funds to K-12 subrecipients, (4) inventories of equipment purchased with federal funds; and
 - E. perform other activities from time to time as mutually agreed by the parties.

II. The Regents shall provide funding from federal sources to the Superintendent to carry out the above responsibilities, the amount of such funding to be determined through mutual agreement of the parties.

III. Meanings of words used in this contract shall be determined by the definitions contained in 20 U.S.C. 2471, unless another meaning is clearly intended.

IV. Unless otherwise specified, this contract shall be for a three-year period commencing July 1, 1989, and terminating June 30, 1992. The parties may negotiate amendments during that time and may either renew or renegotiate the contract upon its expiration.

Date

June 19, 1989

Carrol Krause
Carrol Krause, Commissioner
Board of Regents
33 South Last Chance Gulch
Helena, MT 59620

Date

June 12, 1989

Nancy Keenan
Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol Building
Helena, MT 59620

APPROVED FOR LEGAL CONTENT

Date

June 7, 1989

Attorney for Regents

Attorney for Superintendent

APPENDIX C

METHODS OF ADMINISTRATION (Secondary Vocational Education)

A. Chapter 658, Montana Laws of 1987, require contracted services with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services and activities as may be approved by the Board of Regents under PL 98-524. The superintendent is authorized under Section 20-7-322, M.C.A., to request the disbursement of federal or state sources of money for the establishment, operation or furtherance of vocational education in the state and Part 3 of Title 20, M.C.A., establishes the duties of the State Superintendent and State Director of K-12 vocational education.

Under the statutory authorization, the State Superintendent has established a professional support staff for the supervision and administration of K-12 vocational education. Through contractual agreements, the State Board for Vocational Education (Board of Regents) provides such funding as may be necessary to carry out the duties and supervision and administration responsibilities required by PL 98-524. Staffing patterns are reflective of professional and support staff within the service and curricular areas of guidance, agricultural, business, home economics, marketing, trade/technical, health, and adult education. Additional support is provided in legal, fiscal and management services.

The Office of Public Instruction, in concert with the Board of Regents, has developed a formal process of notification and response to requests for proposals. The in-state formula of Section 203 provides for local allocations. The use of such allocations must be delineated in a standard proposal format.

The reallocation process required to assure distribution of special population funds is a two-step procedure consisting of expanded eligibility followed by allocation determined by need.

Funds available, other than disadvantaged and handicapped, are distributed on a **request for proposal basis**. Modifications to the competitive process may be required by the state legislature.

Successful proposals are funded by category in descending numeric value not to be less than a combined score of one hundred ten (110) points.

Award announcements are made only after a thorough review of projects. Following a final review, eligible recipients may be requested to submit more detailed information. Legal concerns, consistency with state goals, and fiscal data are examined along with assurances for each eligible recipient in compliance with 34 CFR Subtitle A, 76.400-76.401.

Project applicants serving disadvantaged and/or handicapped individuals receive a "**Notice of Responsibility**" to ensure the full understanding of local responsibilities.

A letter of award or contract, pending receipt of federal funds, is the final step in the application process.

Projects under Part A of Title II may be of an ongoing nature; however, the State Superintendent will generally fund projects for not more than three years.

Projects under Part B of Title II will not be considered new beyond the third year of successful application.

Projects under Part B of Title III will be funded in accordance with established categories including, but not limited to, the following consumer/homemaker emphasis areas:

1. **Improve, Expand and Update:**

Funds in this section will be used to improve, expand and update the secondary consumer and homemaker programs. Emphasis will be given to programs that specifically address curriculum development, upgrading of equipment, professional development, and leadership update activities as they relate to Section 312(b)(1). Programs should encourage participation of the traditionally underserved and elimination of sex bias and sex stereotyping.

2. **Special Projects:**

Funds will be used to improve the effectiveness and ensure the quality of secondary consumer and homemaker education. Specific programs and activities which may be supported are stated in Section 312(b)(2).

3. **Leadership:**

Funds will be used to support leadership development which addresses priority issues having statewide impact upon consumer and homemaker education.

4. **Economically Depressed:**

At least one-third of the federal funds will be used to initiate, expand, and/or improve consumer and homemaker programs for youth and adults in economically depressed areas or areas with high rates of unemployment. Special considerations will be given to programs that will meet their needs. The application process will address the needs of the individual eligible recipient.

Project supervision is assigned to staff for the duration of the State Plan. Complete files of application, hearing, approval, modification, review and evaluation are maintained in addition to fiscal records for each project.

Local evaluations, inclusive of OCR reviews, are facilitated by standard documents that address accomplishments and deficiencies.

B. **DEFINITIONS** to be used in the methods of administration for K-12 vocational education:

Activity means a specific short-term event which may be in support of a program, program goal or program objective.

Administration means activities necessary for the proper and efficient performance of duties under the Act, including supervision, but not including curriculum development activities, personnel development, technical assistance, or research activities.

Apprenticeship training program means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices.

Career guidance and counseling means those programs:

- o Which pertain to the body of subject matter and related techniques and methods organized for the development of individuals in career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and
- o Which assist individuals in making and implementing informed educational and occupational choices.

Construction includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

Cooperative education means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic course and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Curriculum materials means instructional and related or supportive material, including materials using advanced learning technology, in any occupatioanl field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Disadvantaged means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational educational programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered "academically disadvantaged". The definition does not include individuals with learning disabilities.

Economically depressed area means an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as:

- o A rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which the designation is made; or
- o A large concentration of low-income families, the designation of which is approved by the Secretary as consistent with the purposes of the Act, with these criteria, and with such other criteria as the Secretary may prescribe.

Economically disadvantaged family or individual means a family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the State Plan. A State must use one or more of the following standards as an indicator of low income:

- o Annual income at or below the official poverty line established by the Director of the Office of Management and Budget;
- o Eligibility for free or reduced-price school lunch;
- o Eligibility for Aid to Families with Dependent Children or other public assistance programs;
- o Receipt of a Pell Grant or comparable State program of need-based financial assistance;
- o Eligibility for participation in programs assisted under Title II of the JTPA.

Eligible recipient means a local educational agency or a postsecondary institution.

Handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

High technology means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining energy, commercial, and similar economic activity, and to improve the provision of health care.

Homemaker means an individual who:

- o Is an adult; and
- o Has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

Limited English proficiency, when used with reference to individuals, means those individuals:

- o Who were not born in the United States or whose native language is a language other than English;
- o Who came from environments where a language other than English is dominant; or
- o Who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
- o Who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Local educational agency means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

Program means an organized sequence of activities, events, services or instruction designed to fulfill or accomplish an objective goal or task.

Private vocational training institution means a business or trade school, or technical institution or other technical or vocational school, in any State, which:

- o Admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by the institution;
- o Is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;
- o Has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this definition;

- o Is accredited:
 - (1) by a nationally recognized accrediting agency or association listed by the Secretary;
 - (2) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary; or
 - (3) if the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of the category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards.

Program year means a period beginning on July 1 and ending on the following June 30.

School facilities means classrooms and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public.

Vocational education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in those fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. For purposes of this definition, "organized education program" means only:

- o Instruction, including career guidance and counseling, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from that training; and
- o The acquisition, including leasing, maintenance, and repair, of instructional equipment, supplies, and teaching aids. The term does not mean construction, acquisition or initial equipment or buildings, or the acquisition or rental of land.

Secondary occupational preparation program means an organized sequence of courses designed to prepare entry level skills in a minimum of 360 hours of instruction exclusive of prevocational offerings.

Secondary vocational program means an organized sequence of courses, activities or event that provide for career awareness, orientation, exploration or entry level occupational preparation.

Vocational student organization means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. These organizations may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level.

APPENDIX D
COMMENTS RECEIVED AT PUBLIC HEARINGS
ON STATE PLAN FOR 1991-1992

Two public hearings were held in March of 1990 to give the public an opportunity to comment on the proposed Montana State Plan for Vocational Education for program years 1991 and 1992. The hearings were held in each of Montana's two congressional districts -- one in Missoula and one in Miles City. At each hearing, the Director of Federal Vocational Grants explained the circumstances surrounding the filing of a State Plan that may become obsolete when congressional reauthorization is completed sometime in the spring of 1990. The public was told that, in accordance with permission from the Department of Education's Office of Vocational and Adult Education, Montana is proposing to substantially adopt the existing approved State Plan with minor alterations. Those alterations were explained.

The secondary and postsecondary goals for use of the funds in the next two years have been updated to focus primarily on program year 1991.

Appendices have been altered to include:

- Up-dated assurances;
- An up-dated contract for the provision of technical assistance, project management and compliance monitoring at the secondary level between the Montana Board of Regents of Higher Education and the Office of the Superintendent of Public Instruction;
- Up-dated gender equity coordination objectives;
- Copies of the program year 1991 RFP packets;
- Comments from the public, the State Council, the JTCC, and the Legislature; and
- A listing of the projects that were funded in program year 1990.

The following sections summarize the questions and comments that were received at the public hearings and provide the responses of the state staff.

Missoula, March 9, 1990

One commenter asked if the last approved State Plan had "served the State well" and, therefore, would be appropriate to readopt with few revisions.

Response: The State Plan has served Montana well as a summary of all the assurances and plans that are required by the federal government when any state uses federal funds in support of vocational education and vocational-technical education. In that sense, readoption of the existing plan, with the alterations described, is appropriate. However, because Montana does not have a comprehensive "Master Plan for Vocational Education" that covers secondary and postsecondary education and all funding sources, sometimes the expectation is that the state's federal compliance document is a substitute for that overall plan. That is not a reasonable expectation. The State needs to develop an overall Master Plan into which the State Plan would mesh.

One commenter asked if it were anticipated that the current practice of the Montana Legislature to appropriate Perkins funds into the operating bases of the state's five vocational-technical center would continue under the reauthorized legislation.

Response: Montana is not currently in a "boom" economic cycle with strong sources of revenue for the state's general fund. It is not likely that the Legislature will change its practice in regard to funding of the vocational-technical centers because it would mean either increasing general fund support for the centers or reducing the centers' base budgets by the appropriated amounts. Our testimony to the legislators during their sessions about the inappropriateness of this practice has had no effect in the past. It is likely that the Legislature will appropriate the amounts that would be generated for the vocational-technical centers by a formula that is based on student characteristics -- an allocation approach that appears likely under both current versions of reauthorization bills.

Miles City, March 13, 1990

One commenter asked how similar the provisions of the new legislation will be to the current Act.

Response: The emphasis in the reauthorization process does seem to be on secondary vocational education. Congress appears to be very much concerned about the nation's competitive stance in the world market and is alarmed at the skill levels of high school graduates. Therefore, they are emphasizing development of an effective labor force coming out of the public school system and appear to be reducing the emphasis on adult training and retraining that is incorporated in the current Act. This may well have a negative impact on postsecondary education access to federal vocational funds. Both reauthorization bills maintain sex equity and single parent/homemaker/single pregnant women emphases, but at reduced funding levels. There is strong emphasis on formula-allocations based on student characteristics and on needs assessment and prioritization of those needs. There will be a reduction in flexibility at the state level to meet local state-wide needs.

One commenter asked about the impact of the reauthorization on the use of Perkins funds to support the Montana Center for Vocational Education Research, Curriculum and Personnel Development at Northern Montana College.

There will probably not be sufficient discretionary funds within the reauthorized Act to support the Center. Again, with mandated formula-allocation of the grant funds, support for state-wide projects will be eliminated. However, the Center was originally started under a two-year Perkins grant with the understanding that other funding sources would be obtained by NMC. There has been a public commitment made by NMC to continue the Center.

One commenter was concerned about the emphasis on the "2+2" articulation programs included in both reauthorization bills without concomitant emphasis on higher education.

Response: The emphasis does seem to be at the secondary level to the certificate level with no emphasis on a "2+2+2" taking the student further into higher education.

Two commenters expressed concern about the apparent complexity of the assurances and needs assessments and prioritization activities that are included in the Senate version of reauthorization and said they thought that many small secondary schools may just opt out of the process because they do not have the resources to meet all the compliance requirements.

One of the concerns of Congress was that so many of the big districts were getting the funds and the smaller, needier districts were not participating. It is unfortunate that Congress did not examine the law and regulations that require so many "hoops" to be jumped through as the causative factor, but rather seemed to assume that the states were "screwing up." It is also too bad that the Cavaosas bill did not get appropriate consideration because it addressed some of the stumbling blocks in the current Act and would have made use of the funds easier in some respects. It is likely that the regulations and "hoops" of the new legislation will be even more restrictive than those resulting from the current Act.

The existing Federal Projects Advisory Council will be reactivated and probably expanded to assist the state staff in examining the ultimate reauthorization Act and in setting up efficient, "painless" methods of meeting the requirements of the Act. One of the responsibilities of the FPAC and the state staff will be to address the complexity and try to make the process as smooth as possible instead of onerous.

One commenter asked if community-based organizations would be excluded from the process under reauthorization.

As it stands now, it seems that way except in the areas of sex equity and single parent/homemaker/single pregnant women programs. Those two programs will also suffer a reduction in the amount of funds available due to reductions in the percentage of the basic grant that may be used in those areas.

APPENDIX E

SEX EQUITY COORDINATION OBJECTIVES MONTANA STATE PLAN FOR VOCATIONAL EDUCATION FY91 - FY92

Each major objective is divided into subobjectives to be achieved at the secondary educational level and at the postsecondary educational level.

Subobjectives for secondary education are to be performed by specifically designated staff of the Office of the Superintendent of Public Instruction, Department of Vocational Education Services. Postsecondary level subobjectives are to be accomplished by the Human Resource Development Officer of the Office of the Commissioner of Higher Education.

1. Administer the program of vocational education for single parents and homemakers and the sex equity program

Secondary:

- o Provide technical assistance and Carl D. Perkins Vocational Education Act grant administration and reporting for all single parent and homemaker projects serving secondary school populations during the fiscal years 1989 and 1990
- o Assist the Human Resource Development Officer in the Office of the Commissioner of Higher Education in the development and presentation of statewide workshops and conferences to promote sex equity in vocational education
- o Coordinate services with the Title IV Sex Equity program at Office of Public Instruction

Postsecondary:

- o Establish equity training criteria for all Montana projects using Carl D. Perkins Vocational Education Act funds
- o Provide equity training to staff members of agencies and institutions eligible to receive Carl D. Perkins Vocational Education Act funds
- o Provide technical assistance and Carl D. Perkins Vocational Education Act grant administration and reporting for all single parent and homemaker and sex bias/stereotyping projects serving postsecondary populations during the fiscal years 1990 and 1991
- o Cooperatively fund the semiannual statewide technical assistance/training meetings of the Montana Displaced Homemaker Network with the Montana Department of Labor and Industry JTPA program

2. Gather, analyze and disseminate data on vocational education programs in the state in terms of their adequacy and effectiveness in meeting the education and employment needs of women, the status of male and female students in vocational education, and the status of male and female employees in vocational education

Secondary:

- o Compile IPEDS and other statistical data, analyze, and prepare a written report on the status of students and employees, by gender, in secondary vocational education programs in Montana. The report shall be combined with a similar report on postsecondary vocational education and shall be presented to the Superintendent of Public Instruction, the Board of Regents of Higher Education, the State Board of Public Education and the Montana Council on Vocational Education by fiscal year end 1989 and shall include specific objectives for implementation in secondary vocational education programs in fiscal year 1990

Postsecondary:

- o Compile IPEDS and other statistical data, analyze, and prepare a written report on the status of students and employees, by gender, in postsecondary vocational-technical education programs in Montana. The report shall be combined with a similar report on secondary vocational education and shall be presented to the Superintendent of Public Instruction, the Board of Regents of Higher Education, the State Board of Public Education and the Montana Council on Vocational Education by fiscal year end 1989 and shall include specific objectives for implementation in postsecondary vocational education programs in fiscal year 1990

3. Review vocational education programs and support services of career guidance and counseling for sex stereotyping and sex bias, assess effectiveness of existing activities to overcome sex discrimination and stereotyping in those programs and services and make specific policy and program recommendations to overcome such bias and stereotyping, giving particular emphasis to practices which tend to inhibit the entry and retention of women in high technology occupations

Secondary:

- o In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review secondary vocational education programs and support services for sex bias and stereotyping
- o Review statistics on enrollments and retention of students in non-traditional vocational education programs at the secondary level to assess the effectiveness of state and local efforts to mitigate or overcome the effects of sex bias and stereotyping in Montana public school vocational education programs. Prepare a written report by fiscal year end 1989 including specific recommendations for corrective measures to begin in fiscal year 1990

Postsecondary:

- o In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review postsecondary vocational education programs and support services for sex bias and stereotyping
- o Review statistics on enrollments and retention of students in non-traditional vocational education programs at the postsecondary level to assess the effectiveness of efforts to mitigate or overcome the effects of sex bias and stereotyping in Montana postsecondary vocational education programs. Prepare a written report by fiscal year end 1989 including specific recommendations for corrective measures to begin in fiscal year 1990
- o Coordinate statistical reviews with the Gender Equity Specialist of the Office of Public Instruction so that trends throughout the school years are analyzed for causal factors leading to proposed corrective actions in postsecondary vocational technical training

4. Review proposed actions on grants, contracts, and the policies of the Board of Regents of Higher Education and the Superintendent of Public Instruction to ensure that the needs of women are addressed in the administration of the Carl D. Perkins Vocational Education Act

Secondary:

- o In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review the policies of the Department of Vocational Education Services in the Office of the Superintendent of Public Instruction to ensure that those policies prevent sex bias and stereotyping of both educational and employment opportunities for women
- o All grants and contracts affecting secondary vocational education programs and services will be reviewed by specifically assigned staff of the Department of Vocational Education Services for compliance with civil rights requirements that protect against sex bias and stereotyping in educational and employment opportunities

Postsecondary:

- o In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review the policies of the Board of Regents of Higher Education to ensure that those policies prevent sex bias and stereotyping of both vocational educational and employment opportunities for women

- o All grants and contracts affecting postsecondary vocational education programs and services will be reviewed by the Human Resource Development Officer in the Office of the Commissioner of Higher Education for compliance with civil rights requirements that protect against sex bias and stereotyping in vocational education and employment opportunities

5. Develop recommendations for programs of information and outreach to women concerning their vocational education and employment opportunities, including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields

Secondary:

- o In cooperation with other equity publications of the Office of the Superintendent of Public Instruction, ensure that at least one page per issue is devoted to vocational education equity, with particular focus on women's opportunities
- o Develop and conduct, or fund and participate in, at least one secondary vocational education workshop or conference each fiscal year to provide information on women's career opportunities in vocational education and employment and on outreach strategies for secondary vocational education program and service providers
- o Provide information to the Human Resource Development Officer of the Office of the Commissioner of Higher Education with documentation of all secondary vocational education information and outreach activities by each fiscal year end

Postsecondary:

- o Develop and conduct, or fund and participate in, at least one workshop or conference each fiscal year to provide information on women's career opportunities in vocational education and employment and on outreach strategies for postsecondary vocational education program and service providers
- o Develop, fund and facilitate a statewide meeting of the student services staff members of the vocational-technical centers and other Montana postsecondary institutions providing similar course work to develop a plan to recruit and retain students in vocational classes non-traditional to their gender
- o Create and fund Regional Equity Networks made up of educators and business operators to translate concepts of vocational equity into the daily practices of the work life of their local communities; provide a forum for designated representatives of each region to select regional projects

6. Provide technical assistance and advice to vocational education program and service providers, and to other interested parties in the state, to expand vocational education and employment opportunities for women and to increase male and female students' enrollment in nontraditional programs

Secondary:

- o Conduct biennial equity and civil rights training for secondary Title IX/Section 504 officers
- o In cooperation with other equity personnel, conduct biennial E.E.O. workshops for superintendents and other administrative personnel on a regional basis
- o Provide, document and report telephone and written consultation to secondary vocational education service providers on civil rights and equity concerns

Postsecondary:

- o Conduct biennial equity and civil rights training for postsecondary Title IX/Section 504 officers
- o In cooperation with other equity personnel, conduct biennial E.E.O. workshops for directors and other postsecondary administrative personnel
- o Provide, document and report telephone and written consultation to postsecondary vocational education service providers on civil rights and equity concerns
- o Prepare, fund and circulate statewide a bimonthly newsletter on current vocational and educational equity issues

APPENDIX F

ECONOMICALLY DEPRESSED AREAS OF MONTANA

The Carl D. Perkins Vocational Education Act of 1984 requires identification of "economically depressed areas" of the state for purposes of specifically targeting one-third of the available funds for consumer and homemaking education programs in those areas and for allocating more Perkins funds overall to those areas than to other areas of the state. (Sections 312(c) and 113(b)(5) of P.L. 95-524)

Section 512(13) of P.L. 98-524 defines an economically depressed area as:

...an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse affects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families...

The Federal Register, Vol. 50, No. 159, Friday, August 16, 1985, page 33234 defines "economically disadvantaged family or individual" as:

...a family or individual which the State board identifies as low income on the basis of uniform methods that are described in the State plan. A State must use one or more of the following standards as an indicator of low income:

- (1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget.
- (2) Eligibility for free or reduced-price school lunch.
- (3) Eligibility for Aid to Families with Dependent Children or other public assistance program.
- (4) Recipient of a Pell Grant or comparable State program of need-based financial assistance.
- (5) Eligibility for participation in programs assisted under Title II of the JTPA.

Using the criterion of concentration of low income families, the following thirty-nine (39) COUNTIES were designated as "economically depressed areas" because they exceed the state average of 9.17% below-poverty-level families within a county as determined by the U.S. Census Bureau:

Big Horn	Golden Valley	Mineral	Sheridan
Blaine	Granite	Musselshell	Stillwater
Broadwater	Hill	Petroleum	Sweet Grass
Carter	Judith Basin	Phillips	Teton
Custer	Lake	Pondera	Toole
Daniels	Liberty	Praire	Treasure
Fallon	Lincoln	Ravalli	Valley
Fergus	Madison	Roosevelt	Wheatland
Garfield	McCone	Rosebud	Wibaux
Glacier	Meagher	Sanders	

APPENDIX F

ECONOMICALLY DEPRESSED AREAS OF MONTANA

P.L. 98-524 requires identification of "economically depressed areas" of the State for purposes of specifically targeting funds for consumer homemaking programs and for distribution of a majority of Perkins funds to those areas within the State. Section 521(13) of P.L. 98-524 defines an economically depressed area as:

...an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse affects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families...

National and Montana county unemployment percentages for calendar years 1985 through 1987 were provided by the Research Bureau of the Montana Department of Labor and Industry. Comparing national unemployment rates to those of Montana counties, only five counties met the criteria of 150 per cent above the national unemployment rate (which was lower than the Montana statewide rate for each of the years examined). Those five economically depressed areas in Montana are Deer Lodge, Glacier, Lincoln, Mineral and Sanders counties.

Further indication of a concentration of low-income families can be determined on the basis of predominance of free or reduced price lunches available within school districts. The number of counties with more free or reduced priced lunches than paid lunches in school years 1985-1986 and 1986-1987 were also determined. Those counties were added to the five counties of high unemployment and their high schools with home economic courses identified. The resulting list of economically depressed counties and their potential consumer/homemaking projects recipient high schools are as follows:

Big Horn County -- Plenty Coups, Hardin and Lodge Grass
Blaine -- Harlem, Hays-Lodge Pole
Deer Lodge -- Anaconda
Glacier -- Browning, Cut Bank
Hill -- Box Elder
Lake -- Arlee, St Ignatius, Ronan
Lincoln -- Libby, Lincoln Co. HS, Troy
Mineral -- Alberton, Superior, St Regis
Roosevelt -- Brockton, Poplar
Rosebud -- Colstrip
Sanders -- Hot Springs, Noxon, Plains, Thompson Falls
Silver Bow -- Butte
Valley -- Frazer



REQUEST FOR PROPOSALS FOR PROGRAM YEAR 1991 (SECONDARY)

OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan
Superintendent

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

October 31, 1989

TO: School Superintendents, Vocational Administrators, Vocational Teachers, and Other Agencies Serving Vocational Education Students

FROM: Jim Whealon, State Director K-12 Vocational Education

RE: Carl D. Perkins FY 1990-91 Vocational Education Grant Applications/Request for Proposal (RFP)

The funding cycle for federal Carl D. Perkins Vocational Education Act funds for fiscal year 1990-91 has begun. Enclosed with this memo is an application or Request for Proposal (RFP) which your school must use to apply for federal vocational education funds for fiscal year 1990-91 (July 1, 1990 through June 30, 1991). The packet includes:

1. An "Important Notice" that describes changes in the proposal process and in the availability of statewide overmatch.
2. A list of anticipated funds available in each category and a list of statewide priorities for secondary vocational education activities.
3. The "Application for Federal Vocational Funds" form, which we call the RFP.
4. The "Proposal Review Form," which will be used by the readers to evaluate all qualified proposals. This form is not part of the RFP and does not have to be included in your application. It is for your reference. If your proposal is to score well, it must address all the items on the Proposal Review Form.

Last year, you received a "Technical Assistance Manual" (TAMS) with your FY 1989-90 RFP packet. This manual is still current and should be used as a resource document when writing your grant applications. Technical assistance in writing these applications is available from the Vocational Education Specialists at the Office of Public Instruction until the deadline for submissions (5:00 p.m., January 19, 1990).

If your school recently completed the 1989-90 Secondary Vocational Education Student Enrollment Report and indicated that you expect to submit an application for handicapped and/or disadvantaged, and limited English proficiency funds under the Carl D. Perkins Vocational Education Act, your school will receive a formula allocation to serve these groups. You will soon receive a separate communication from this office notifying you of your exact allocation for these two funding categories. To receive handicapped or disadvantaged and limited English proficient funds, your school must

complete a separate RFP for handicapped and a separate one for disadvantaged and limited English proficient projects you wish funded. Also, you may apply for Carl D. Perkins Vocational Education funds in other categories as well. You are encouraged to submit as many separate proposals as you wish. All proposals must be submitted using the enclosed forms and format. Please make copies.

Send an original and one copy of each proposal your school or agency wishes to submit to:

Jim Whealon, State Director K-12 Vocational Education
Office of Public Instruction
State Capitol, Room 106
Helena, Montana 59620

If you would like to receive confirmation that your proposals were received by OPI on time, we suggest that you send them by certified mail, return receipt requested. Don't forget that all proposals must be received by OPI by 5:00 p.m. on January 19, 1990. Proposals received after that date will not be considered. Proposals may be faxed to us. Our fax number is 444-3924. However, certified mail is the preferred method.

Again, technical assistance for writing proposals is available from the OPI, the TAMS manual, and at the workshops being held at: Miles Community College on November 14; the Yogo Inn in Lewistown, November 16; Copper King Inn in Butte, November 20; and Cavanaugh's, Kalispell, November 28.

IMPORTANT NOTICE!!!!!!

WE DO NOT ANTICIPATE THERE BEING ANY STATEWIDE DISADVANTAGED OR HANDICAPPED OVERTATCH AVAILABLE IN FISCAL YEAR 1990-91. Therefore, you need to identify the required match for handicapped and disadvantaged funds at your school or agency level. ALSO, THERE WILL BE EXTREMELY LIMITED OVERTATCH IN TITLE IIB. The first priority for Title IIB overmatch use will be for the 20 percent state leadership grants. However, secondary schools can use part of their state vocational payment funds to satisfy match requirements.

THERE WILL BE A CHANGE IN TECHNICAL ASSISTANCE GIVEN TO THE FIELD DURING THE ESTABLISHED RFP PROCESS FOR FY 1990-91 FUNDING!

The staff of the Office of Public Instruction (OPI) and the Office of the Commissioner of Higher Education (OCHE) will be providing technical assistance to any eligible subrecipient in the preparation of grant proposals for Carl D. Perkins Vocational Education Act funds from the time of issuance of the Request for Proposal (RFP) in November 1989, until the date that the proposals must be RECEIVED in Helena on January 19, 1990. Proposals received after January 19, 1990, even if postmarked January 19, will not be accepted.

After January 19, state staff will review each proposal for legality based upon four to six critical elements (four are critical to all proposals, two additional are critical to handicapped and/or disadvantaged proposals). All proposals that meet the critical elements will continue in the process and will be read and rated by the published criteria by a statewide panel of readers in April. (The rating form that will be used by the readers is included in the RFP packet.) **WHAT IS RECEIVED BY JANUARY 19 WILL BE THE FINAL PROPOSAL THAT GOES TO THE READERS.** State staff will not be assisting applicants to improve their proposals after January 19.

Any proposal that does not meet the relevant critical elements will be determined unqualified to continue further in the process. Applicants submitting unqualified proposals will be notified by letter and will be given an opportunity to appeal the determination at a hearing, but will NOT be given an opportunity to provide missing information or change the submitted proposal.

The critical elements are:

1. The applicant organization is eligible to receive Carl D. Perkins Vocational Education Act funds.
2. The applicant organization is eligible to receive funds in the Disadvantaged or Handicapped category (for disadvantaged or handicapped proposals only).
3. Appropriate signatures have been entered on the application assuring compliance with the requirements of the Act (P.L. 98-524) and with all applicable federal and state rules and regulations, including those dealing with supplanting. The signatures must be affixed to the page which specifies the assurances.
4. Appropriate signatures have been entered on the application assuring compliance with the special requirements for use of P.L. 98-524 funds for disadvantaged and/or handicapped populations (for disadvantaged or handicapped proposals only).

5. Either signatures or signed letters of support indicating coordination with appropriate community agencies or federal funding sources are included in the proposal. This is required to prevent unnecessary duplication of efforts and to ensure public awareness of intended project activities.
6. The proposal substantiates that the requested expenditures of disadvantaged or handicapped funds clearly represent supplemental or additional services that are essential for disadvantaged or handicapped students to enable them to succeed in vocational education. It is evident that the applicant agency is providing the base services and will support the costs of half of the supplemental or additional services proposed.

Middle schools making application for these funds must designate which district (elementary or secondary) should receive the federal funds.

REMEMBER:

THERE WILL BE NO STATEWIDE OVERMATCH AVAILABLE IN THE DISADVANTAGED AND HANDICAPPED CATEGORIES IN FISCAL YEAR 1990-91. You must provide the match funds. In-kind match is allowable for disadvantaged projects only. There will be extremely limited overmatch available in Title II-B.

The following dates will be in effect for the program year 1991 funding cycle:

11-1-89	RFP Issued
11-1 through 1-19-90	State staff provide technical assistance in four training sessions around the state in November and by consultation throughout the period
1-19-90	All proposals must be RECEIVED by OPI (for projects serving secondary level students) or by OCHE (postsecondary level students) by 5:00 p.m.
3-16-90	Notice of "unqualified proposal" sent to all applicants whose proposals do not pass "legal" review
4-4-90	Hearings on disqualifications
4-11 through 4-13-90	Readers read and rate all proposals
5-4-90	All notifications of unfunded or conditional approval issued by OPI and OCHE
6-15-90	Approved budgets and reporting forms issued for fiscal year 1990-91 projects

FISCAL YEAR 1990-91 ALLOCATIONS

The following amounts of funds available for grants, including both the secondary and postsecondary levels, in each funded category are based on the amount of federal Carl D. Perkins Vocational Education Act funds awarded to Montana for fiscal year 1989-90. These are minimum amounts because they do not include additional carryover funds that could be available from fiscal year 1989-90 projects.

Basic Grant Category

		Percent	Amount
Title II-A	Handicapped	10%	\$ 381,371 *
	Disadvantaged	22%	839,015 *
	Adult Training	12%	457,645 **
	Single Parent/Homemaker	8.5%	324,165
	Sex Bias/Stereotyping	3.5%	133,480
	Criminal Offenders	1%	38,137
	Subtotal	<hr/> 57%	<hr/> \$2,173,813

* Formula allocated

** Includes \$60,000 earmarked for apprenticeship training

Title II-B	Curriculum Development	\$ 113,090 ***
	Personnel Development	138,650 ***
	Guidance/Counseling	257,210 ***
	All Other Program Improvement, Innovation and Expansion (all other)	614,008
	Subtotal	<hr/> \$1,122,958

*** Indicates minimum amount that will be funded, not maximum amount

TOTAL Title II	\$3,296,771
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Special Programs

Title III-A	CBO	\$ 44,391
Title III-B	Consumer and Homemaking Education	\$ 165,296
	GRAND TOTAL	\$3,506,458

STATEWIDE PRIORITIES
SECONDARY STATEWIDE LEADERSHIP PROJECTS

Approximately two-thirds of the Title II-B 20 percent statewide set-aside designated for projects of statewide impact will be devoted to secondary projects. Projects submitted to address the following identified priorities will be given special consideration and may possibly be funded from a special statewide set-aside.

1. A pilot project to implement an applied biological science curriculum in at least agriculture education, home economics and vocational health programs. The estimated proposal range is \$40,000 to \$45,000.
2. A project to develop and implement an elementary school keyboarding curriculum. The estimated budget range is \$15,000 to \$20,000.
3. A project to implement a statewide telecommunications curriculum. The estimated budget range is \$40,000 to \$50,000.
4. A project to implement an Entrepreneurial/Career Development curriculum for consumer and/or wage earning home economics. The estimated budget range is \$10,000 to \$15,000.
5. A project to implement a technology education curriculum. The estimated budget range is \$10,000 to \$15,000. This project must be a model for full implementation K-12.
6. A project to conduct phase II of applied communication. The estimated budget range is \$10,000 to \$15,000. This project must have a dissemination component.
7. A project to develop, adopt or adapt a competency testing system for secondary vocational education. The estimated budget range is \$6,000 to \$10,000.
8. A project to pilot an applied math curriculum for future statewide adoption. The estimated budget range is \$25,000 to \$30,000.
9. A project to implement Phase III of the middle school practical arts curriculum - primarily dissemination and teacher inservice. Estimated budget range is \$6,000 to \$8,000.
10. A project to plan future curriculum and teacher education program changes for industrial and technology education. The estimated budget range is \$4,000 to \$6,000.
11. A project to conduct adult agricultural education to farmers and ranchers through local secondary schools. The budget range is \$40,000.

kb/10

PROCEDURES FOR REQUESTING
FISCAL YEAR 1991 MONTANA FEDERAL
VOCATIONAL EDUCATION FUNDS
UNDER
CARL D. PERKINS VOCATIONAL EDUCATION ACT
(Secondary Vocational Education)

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana 59620

November 1989

D. PROCEDURAL INSTRUCTIONS

"How to Apply"

1. Begin discussions early with your administrator or board of trustees. Review the technical assistance manual enclosed with this application.
2. For each project application, a category must be specified that meets the vocational needs determined by the school, organization, or institution.
3. Write an application. Use the format provided. Note: all headings which are underlined must be answered.
4. Use the evaluation criteria provided to review your application.
5. Deliver two applications before JANUARY 19, 1990, 5:00 p.m. (MDT).

Jim Whealon
State Director
K-12 Vocational Education
Office of Public Instruction
State Capitol
Helena, Montana 59620
Phone 444-2413
Fax 444-3924

6. APPLICATIONS RECEIVED AFTER THE ABOVE DEADLINE WILL NOT BE CONSIDERED.

III ALLOCATION TABLE

Table 1
Estimated Vocational Education Funds

<u>Basic Grant</u>	FY 1991 Allocation
Title II Part A--Vocational Education Opportunities	
Handicapped	381,571
Disadvantaged	839,015
Adult Training	457,645
Single Parents or Homemakers	324,165
Elimination of Sex Bias and Stereotyping	133,480
Corrections/Criminal Offenders	38,137
Title II Part B--Program Improvement, Innovation and Expansion	
Professional Development	138,650
Curriculum Development	113,090
Guidance	257,210
20 Percent State Set-aside for Statewide Activities (see Priorities)	516,607
All Other Categories	614,008
Title III Special Programs	
Part A--Community Based Programs	44,391
Part B--Consumer/Homemaking Programs	165,296
GRAND TOTAL	\$4,023,065

NOTE:

Equipment projects under Title II, All Other Categories, must be submitted for new equipment that is reflective of current technology and could include funding for professional development and/or curriculum revision costs. Equipment replacement will not be funded. (See Reg. 401.60(4).)

High technology equipment projects under Title II, All Other Categories, must include funding for professional development and/or curriculum revision costs as necessary. (See Reg. 401.60(9).)

Track No. _____

APPLICATION FOR FEDERAL VOCATIONAL GRANTS
FROM THE OFFICE OF PUBLIC INSTRUCTION

Applicant Agency: _____

Category of Application:

Title II, Part A

Handicapped	_____	Single Parent/Homemaker	_____
Disadvantaged	_____	Sex Bias/Stereotyping	_____
Adult Training	_____	Corrections	_____

Title II, Part B

Curriculum Development	_____	Program Improvement, Expansion	_____
Personnel Development	_____	and Innovation	_____
Guidance/Counseling	_____	Equipment	_____

Title III

Part A - Community Based Organizations	_____
Part B - Consumer and Homemaking Education	_____

Title of Proposed Project (14 words or less):

Project Administrator: _____

Project Director (if not the Project Administrator):

Address

Telephone No. _____

SECONDARY

10 points

Summary of Project Director's Qualifications

Describe the project director's qualifications for directing the activities of the proposed project. If guidance, home economic or counseling activities are involved, the director must have the required credentials.

NOTE: The project administrator designation on the application form is usually a secondary school administrator. All correspondence will be directed to that administrator with a copy to the project director. At the postsecondary level, the project administrator and the project director are usually the same person.

30 points

Statement of Problem or Need and Evidence of Interagency Coordination

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency statistics or information from relevant documents and publications that support the need statements. Describe specific communication and coordination with other agencies taken prior to project submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically listing project objectives.

20 points

Objectives and Number to be Served

Using the format shown on page 4 of this application, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and must include the approximate number of individuals to be served during the project period.

10 points

Activities to Achieve Objectives

Using the format shown on page 4 of this application, list the activities that will be carried out to achieve each objective listed. State what will be done, by whom, and within what time frame.

15 points

Evaluation

Using the format shown on page 4 of this application, specifically state the means by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points

Results, Products and Dissemination

Indicate what products will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points

Sex Bias and Stereotyping

Indicate the active steps that will be taken in association with project activities to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Explain whether or not the project director has received equity training in the last two years.

15 points

Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. Indicate the source of any matching dollars required, including local administrative match for Single Parent/Homemaker, Sex Bias/Stereotyping and Corrections projects. If indirect costs are being requested, indicate the agency's approved restricted indirect cost rate. If the application is in the Disadvantaged category and local funds are not sufficient to match the local federal dollar requested, indicate why and include a request for credit from statewide overmatch funds that may be available. Please be advised, however, that we do not expect to have much state overmatch, if any.

Complete the budget sheet on page 5 of this application.

120

TOTAL maximum points to be awarded each qualified proposal.

Proposals that do not achieve at least 120 points will be disqualified. (Average at least 60 points per reader.)

NOTE:

An application will be considered an "unqualified proposal" for rating if the Assurances statements are not properly signed and the assurance of coordination is not provided.

gmh232

OBJECTIVES (20 points)	ACTIVITIES (10 points)	EVALUATION (15 points)

STATIONARY

FEDERAL SECONDARY VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient Amount of match dollars utilizing state vocational education funds \$	Project Number	Fund Source(state use)		Match required												
		Original Budget Federal Funds	Matching Funds		Matching Federal Funds	Matching Funds	Matching Federal Funds	Matching Funds	Revision No. 1	Matching Federal Funds	Matching Funds	Revision No. 2	Matching Federal Funds	Matching Funds	Revision No. 3	Matching Federal Funds
Expenditure Items																
Administrative Match																
Salaries & Benefits																
Other expenses																
Total Admin. Match																
PERSONAL SERVICES																
Salaries																
Hourly Wages																
FICA																
State Unemployment																
Teachers' Retirement																
Retirement-Other																
Insurance(specify)																
Total Personal Services																
OPERATING EXPENSES																
Contracted Services																
Honoraria																
Printing																
Supplies & Materials*																
Postage & Mailing																
Telephone																
Travel																
Rent																
Utilities																
Repair & Maintenance																
Other Expenses																
Total Operating Expenses																
INDIR. COSTS (restr.)																
INSTRUCTIONAL EQUIPMENT**																
TOTAL BUDGET																
Date																
State Approval Signature																

* Expenditures for all tangible property other than equipment as defined below.
 ** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

CARL D. PERKINS VOCATIONAL EDUCATION ACT
PROPOSAL REVIEW FORM

Reader Number _____

Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible)

Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

____ Academic and work experience is adequate (10 points). If in the Guidance/Counseling or Consumer Homemaking categories, or if counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible). Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

____ Statement substantiates objectives of proposal. (10 points)

____ Statistics and publications quoted are relevant to need statement. (10 points)

____ Thorough contact has been made for interagency coordination, or substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signature and dates indicating awareness of project intentions and certification on nonduplication. (5 points)

____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible). Does the proposal clearly state what the outcomes or impact of the project will be? Are the statements of objectives measurable? Do the objectives indicate the number of students or educators who will be served? Do the objectives address the need: to make vocational offerings responsive to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and postsecondary education; and to stress up-to-date and emerging technology?

____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

____ Do the objectives indicate the number of individuals who will be served? (6 points)

____ Do the objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana (1 point);

facilitation of entry into, and success in, vocational education or vocational-technical education (1 point);

easing the transition between school and work and/or secondary and postsecondary education (1 point);

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings (1 point).

Comments:

Activities to Achieve Objectives - (10 points possible). Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

- _____ The activities spell out what will be done (4 points).
- _____ The persons who will perform the activities are specified (3 points).
- _____ Timeframes are specified as to when the activities will be performed (3 points).

Comments:

Evaluation - (15 points possible). Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

- _____ Evaluation criteria are stated for each objective (5 points).
- _____ The evaluation criteria are measurable (5 points).
- _____ The mechanics of data collection are clearly stated for each objective (5 points).

Comments:

Results, Products and Dissemination - (10 points possible). Are publications or other materials produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

- _____ Project objectives, activities and results will be publicized through reports and/or materials (5 points).
- _____ Project activities include active distribution of project results to other vocational educators and service providers (5 points).

Comments:

Sex Bias and Stereotyping - (10 points possible). Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

- Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities (5 points).
- A statement of local agency policy on nondiscrimination and the name of the agency's Title IX coordinator are included (3 points).
- Sex equity training has been completed (2 points). Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Budget Narrative and Budget Form - (15 points possible). Does the budget narrative clearly tie planned expenditures to project objectives and activities? Is the match clearly specified, including any in-kind match in the disadvantaged category? If overmatch is requested in the disadvantaged category, is a detailed explanation provided as to why local match is insufficient? Does the narrative specifically address the use of funds to supplement and not supplant state and/or local funds? If indirect costs are being claimed, is the agency's approved restricted rate stated?

- The budget narrative clearly ties planned expenditures to project objectives and activities (7 points).
- Source of the match is clearly specified, including request to use in-kind match or statewide overmatch for proposals in the disadvantaged category (4 points).
- Specific statement is made on nonsupplanting of local or state funds (3 points).
- Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed (1 point).

Comments:

CERTIFICATION AND ASSURANCES
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations. In particular, P.L. 98-524 funds will be used to supplement, and in no case supplant state or local funds.

The eligible recipient assures the Office of Public Instruction that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI and VII, and Section 504.

Line 1:

Chairperson, Institutional Board of Trustees Date
or Authorized Representative

Line 2:

Superintendent or Executive Officer Date

Line 3:

Department Head/Administrator Date

Line 4:

Project Director Date

IF the project uses Disadvantaged or Handicapped funds, the following assurance must also be signed.

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific course of study, cooperative education, and apprenticeship programs; (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan; and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) Each secondary educational agency that receives an allocation of funds under Secs. 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs prior to their enrollment.

(b)(1) Each education agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program:

(i) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (b)(1)(i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(b)(2) Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b)(1) of this section.

Line 1:

Chairperson, Institutional Board of Trustees Date
or Authorized Representative

Line 2:

Superintendent or Executive Officer Date

Line 3:

Department Head/Administrator Date

Line 4:

Project Director Date



APPENDIX H
REQUEST FOR PROPOSALS FOR PROGRAM YEAR 1991 (POSTSECONDARY)

THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602
406/444-6570

COMMISSIONER OF HIGHER EDUCATION

M E M O R A N D U M

TO: All agencies serving postsecondary vocational-technical education students/clients who wish to submit proposals for Carl D. Perkins Vocational Education Act Funds

FROM: Sib Clack, Director of Federal Vocational Grants *Sib Clack*
Office of Commissioner of Higher Education

DATE: November 1, 1989

SUBJ: Enclosed Request for Proposal (RFP) packet for Program Year 1991

The funding cycle for Carl D. Perkins Vocational Education Act funds for program year 1991 (July 1, 1990 through June 30, 1991) has begun. We are proceeding under the standards of the existing legislation until a reauthorization bill becomes law. Enclosed is the RFP packet that must be used by any agency requesting Perkins funds in program year 1991. The packet includes:

- o An **IMPORTANT NOTICE** that describes changes in the conditions of proposal assistance and in the availability of statewide overmatch;
- o A listing of the anticipated funds available in each category funded and a listing of statewide priorities for postsecondary vocational-technical activities;
- o The "**APPLICATION FOR FEDERAL VOCATIONAL FUNDS**" form, which we call the RFP form; and
- o The "**PROPOSAL REVIEW FORM**" that will be used by the panel of readers to evaluate all qualified proposals. This form is included for your reference.

You are also referred to the Technical Assistance Manual (TAM) that was distributed to all eligible agencies last year.

Send an original and one copy of each proposal that will be submitted from your agency to

Ms. Sib Clack, Director
Federal Vocational Grants
33 South Last Chance Gulch
Helena, MT 59620-2602

All proposals must be received by 5:00 p.m. on January 19, 1990. Proposals received after that date will not be considered.

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

IMPORTANT NOTICE!!!!!!

THERE WILL BE NO STATEWIDE DISADVANTAGED OR HANDICAPPED OVERMATCH AVAILABLE IN PROGRAM YEAR 1991. DO NOT ASK FOR FUNDS THAT YOU CANNOT MATCH IN THOSE TWO CATEGORIES. THERE WILL BE EXTREMELY LIMITED OVERMATCH IN TITLE IIB.

THERE WILL BE A CHANGE IN THE LEVEL OF TECHNICAL ASSISTANCE GIVEN TO THE FIELD DURING THE ESTABLISHED RFP PROCESS FOR PROGRAM YEAR 1991 FUNDING!

The staff of the Office of Public Instruction (OPI) and of the Office of the Commissioner of Higher Education (OCHE) will be providing technical assistance to any eligible subrecipient in the preparation of grant proposals for Carl D. Perkins Vocational Education Act funds from the time of issuance of the Request for Proposal (RFP) in November, 1989, until the date that the proposals must be RECEIVED in Helena on January 19, 1989. Proposals received after January 19, 1990, even if postmarked January 19th, will not be accepted.

After January 19th, state staff will subject each proposal to a "legal" review on up to six critical elements (four are critical to all proposals, two additional are critical to handicapped and/or disadvantaged proposals). All proposals that meet the critical elements will continue in the process and will be read and rated by the published criteria by a statewide panel of readers in April. (The rating form that will be used by the readers is included in the RFP packet.) WHAT IS RECEIVED JANUARY 19TH WILL BE THE FINAL PROPOSAL SUBMISSION THAT GOES TO THE READERS. State staff will not be assisting applicants in any way to improve their proposals once they have been submitted.

Any proposal that does not meet the relevant critical elements will be determined unqualified to continue further in the process. Applicants submitting unqualified proposals will be notified by letter and will be given an opportunity to appeal the determination at a hearing, but will NOT be given an opportunity to provide missing information or to in any way change the submitted proposal.

The critical elements are:

1. The applicant organization is eligible to receive Carl D. Perkins Vocational Education Act funds.
2. The applicant organization is eligible to receive funds in the Disadvantaged or Handicapped category (for Disadvantaged or Handicapped proposals only).
3. Appropriate signatures have been entered on the application assuring compliance with the requirements of the Act (P.L. 98-524) and with all applicable federal and state rules and regulations, including those dealing with supplanting. The signatures must be affixed to the page which specifies the assurances.

(CONTINUED ON BACK OF THIS PAGE)

PROGRAM YEAR 1991 ALLOCATIONS

The following amounts of funds available for grants, including both the secondary and postsecondary levels, in each funded category are based on the amount of federal Carl D. Perkins Vocational Education Act funds awarded to Montana for program year 1990. These are minimum amounts because they do not include carryover funds that will be available from program year 1990 projects that did not use all their granted funds.

Basic Grant Category

		Percent	Amount	
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	Adult Training	12%	457,645	**
	Single Parent/Homemaker	8.5%	324,165	
	Sex Bias/Stereotyping	3.5%	133,480	
	Criminal Offenders	1%	38,137	
	Subtotal	<u>57%</u>	<u>\$2,173,812</u>	

* Formula allocated

** Includes \$60,000 earmarked for apprenticeship training

Title II-B	Curriculum Development	\$ 113,090	***
	Personnel Development	138,650	***
	Guidance/Counseling	257,210	***
	All Other Program Improvement, Innovation and Expansion (PIIE)	614,008	
	Subtotal	<u>\$1,122,958</u>	

*** Indicates minimum amount that will be funded, not maximum amount

TOTAL Title II \$3,296,770

Special Programs

Title III-A	CBO'	\$ 44,391
Title III-B	Consumer and Homemaking Education	\$ 165,296
	GRAND TOTAL	<u>\$3,506,457</u>

POSTSECONDARY STATEWIDE PROJECTS

Approximately one-third of the Title II-B statewide setaside funds to be used for projects with statewide impact will be devoted to postsecondary projects (2/3 will be used for secondary level projects). At the postsecondary level, the following priorities have been established:

Support for Montana Displaced Homemaker Network	\$ 5,000
Leadership meeting	
Postsecondary Activities of VICA	10,000
VTE Staff Technical Assistance	15,000
Statewide Sex Equity Projects	30,000
Augment Support for MDHN Services to Clients	20,000
New Program Response - Vo-Tech Centers	100,000
Total	<u>\$180,000</u>

Proposals are sought for the following postsecondary projects with statewide impact:

Postsecondary Activities of VICA:

Provide a .10 FTE postsecondary student organization coordinator to expand and maintain support for VICA at the postsecondary school level \$10,000

Statewide Sex Equity Projects:

Expanding Gender/Ethnic Expectations/Student Achievement (GESPA) to Postsecondary Vocational-Technical Education Faculty \$18,500

Development of video resources from tapes of I.M.A.G.E. Conference of June, 1989 \$ 9,000

NOTE: Questions about equity projects should be directed to Ms. Carol Farris, Human Resource Development Officer, 444-5950

These proposals should include dollar-for-dollar match for each federal dollar requested.



BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA MONTANA 59620-2602

APPLICATION FOR FEDERAL VOCATIONAL FUNDS
Carl D. Perkins Vocational Education Act

Applicant Agency: _____

Category of Application:

Title II, Part A

Handicapped	—	Single Parent/Homemaker	—
Disadvantaged	—	Sex Bias/Stereotyping	—
Adult Training	—	Corrections	—

Title II, Part B

Curriculum Development	—	Program Improvement, Expansion	—
Personnel Development	—	and Innovation	—
Guidance/Counseling	—	Equipment	—

Title III

Part A - Community Based Organizations	—
Part B - Consumer and Homemaking Education	—

Title of Proposed Project (14 words or less):

Project Administrator: _____

Project Director (If not the Project Administrator):

Address: _____

Telephone No.: _____

10 points

Summary of Project Director's Qualifications

Describe the project director's qualifications for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have the required credentials.

NOTE: The project administrator designation on the application form is usually a secondary school administrator. All correspondence will be directed to that administrator with a copy to the project director. At the postsecondary level, the project administrator and the project director are usually the same person.

30 points

Statement of Problem or Need and Evidence of Interagency Coordination

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency statistics or information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to project submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically listing project objectives.

20 points

Objectives and Number to be Served

Using the format shown on page 4 of this application, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and must include the approximate number of individuals to be served during the project period.

10 points

Activities to Achieve Objectives

Using the format shown on page 4 of this application, list the activities that will be carried out to achieve each objective listed. State what will be done, by whom, and within what time frame.

15 points

Evaluation

Using the format shown on page 4 of this application, specifically state the means by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points

Results, Products and Dissemination

Indicate what products will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points

Sex Bias and Stereotyping

Indicate the active steps that will be taken in association with project activities to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Explain whether or not the project director has received equity training in the last two years.

15 points

Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. Indicate the source of any matching dollars required, including local administrative match for Single Parent/Homemaker, Sex Bias/Stereotyping and Corrections projects. If indirect costs are being requested, indicate the agency's approved restricted indirect cost rate. If the application is in the Disadvantaged category and local funds are not sufficient to match the total federal dollar requested, indicate why and include a request for credit from statewide overmatch funds that may be available.

Complete the budget sheet on page 5 of this application.

120

TOTAL maximum points to be awarded each qualified proposal. Proposals that do not achieve at least 60/^{at least} reader points will be disqualified.

NOTE:

An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on pages 6 and 7 are properly signed AND if documentation of coordination is provided.

EVALUATION (15 points)

ACTIVITIES (10 points)

OBJECTIVES (20 points)

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient	Project Number	Fund Source(state use)	Match required					
			Original Budget Federal Funds	Matching Federal Funds	Revision No. 1 Federal Funds	Matching Federal Funds	Revision No. 2 Federal Funds	Matching Federal Funds
Expenditure Items								
Administrative Match								
Salaries & Benefits								
Other expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement-Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary Subrecipients = \$5,000 per unit
Postsecondary Subrecipients = \$ 300 per unit.

**CERTIFICATION AND ASSURANCES
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERINNS VOCATIONAL EDUCATION ACT**

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations. In particular, P.L. 98-524 funds will be used to supplement, and in no case supplant state or local funds.

The eligible recipient assures the Board of Regents that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI, and Section 504.

Line 1:

*Chairman, Institutional Board of Trustees
or Authorized Representative*

Data

Line 2:

President

Page

Line 3:

Dean/Department Head/Administrator

Page

Line 4:

Project Director

Date

If the project uses Disadvantaged or Handicapped funds, the following assurance must also be signed:

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available, including occupational specific course of study, cooperative education, and apprenticeship programs; (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan; and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) Each secondary educational agency that receives an allocation of funds under Secs. 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs prior to their enrollment.

(b) (1) Each educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program:

- (i) An assessment of the interests, abilities, and special needs of that student with respect to successful completion of the program;
- (ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the special needs established under paragraph (b) (1) (i) of this section;
- (iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services;
- (iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(b) (2) Consistent with the regulations in this part, an educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b) (1) of this section.

Line 1:

Chairman, Institutional Board of Trustees
or Authorized Representative

Date

Line 2:

President

Date

Line 3:

Dean/Department Head/Administrator

Date

Line 4:

Project Director

Date

CARL D. PERKINS VOCATIONAL EDUCATION ACT
PROPOSAL REVIEW FORM

Reader Number _____

Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible)
Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (10 points) If in the Guidance/Counseling or Consumer Homemaking categories, or if counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

- _____ Statement substantiates objectives of proposal. (10 points)
- _____ Statistics and publications quoted are relevant to need statement. (10 points)
- _____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and dates indicating awareness of project intentions and certification on non-duplication. (5 points)
- _____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statement of objectives measurable? Do the objectives indicate the number of students or educators that will be served? Do the objectives address the need: to make vocational offerings responsive to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and postsecondary education; and to stress up-to-date and emerging technology?

- _____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)
- _____ Do the objectives indicate the number of individuals that will be served? (6 points)
- _____ Do the objectives address:
 - making vocational offerings responsive to the realities of the occupational needs of Montana (1 point);
 - facilitation of entry into, and success in, vocational education or vocational-technical education (1 point);
 - easing the transition between school and work and/or secondary and postsecondary education (1 point);
 - incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings (1 point).

Comments:

Activities to Achieve Objectives - (10 points possible) Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

- ____ The activities spell out what will be done (4 points)
- ____ The persons who will perform the activities are specified (3 points)
- ____ Timeframes are specified as to when the activities will be performed (3 points)

Comments:

Evaluation - (15 points possible) Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

- ____ Evaluation criteria are stated for each objective. (5 points)
- ____ The evaluation criteria are measurable (5 points)
- ____ The mechanics of data collection are clearly stated for each objective (5 points)

Comments:

Results, Products and Dissemination - (10 points possible) Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

- ____ Project objectives, activities and results will be publicized through reports and/or materials (5 points)
- ____ Project activities include active distribution of project results to other vocational educators and service providers (5 points)

Comments:

Sex Bias and Stereotyping - (10 points possible) Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

- Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (5 points)
- A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)
- Sex equity training has been completed (2 points) Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? Is the match clearly specified, including any in-kind match in the Disadvantaged category? If overmatch is requested in the Disadvantaged category, is a detailed explanation provided as to why local match is insufficient? Does the narrative specifically address the use of funds to supplement and not to supplant state and/or local funds? If indirect costs are being claimed, is the agency's approved restricted rate stated?

- The budget narrative clearly ties planned expenditures to project objectives and activities. (7 points)
- Source of the match is clearly specified, including request to use in-kind match or statewide overmatch for proposals in the Disadvantaged category. (4 points)
- Specific statement is made on non-supplanting of local or state funds. (3 points)
- Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (1 point)

Comments:

Estimated Expenditures for Vocational Education Federal Funds

<u>Program</u>	<u>Estimated Carryover</u>	<u>Projected FY 90 Allotment</u>	<u>Projected FY 91 Allotment</u>
Title II - Basic State Grant		\$ 4,120,963	\$ 4,120,963
State Administration*	\$ -0-	288,467	288,467
Reserve from Section 102(b)**		18,790	18,790
Part A -- Vocational Opportunities			
Handicapped	\$ 66,511	\$ 381,371	\$ 381,371
Disadvantaged	77,217	839,015	839,015
Adult Training	79,999	457,645	457,645
Single Parent/Homemaker	-0-	324,165	324,165
Sex Bias/Stereotyping	1,561	133,480	133,480
Corrections	<u>2,211</u>	<u>38,137</u>	<u>38,137</u>
Subtotal	578	\$ 227,499	\$ 2,173,812
Part B -- Program Improvement			
Curriculum Development	\$ 36,601	\$ 113,090	\$ 113,090
Professional Development	19,388	138,650	138,650
Guidance	93,548	257,210	257,210
All Other Categories	<u>47,876</u>	<u>1,130,943</u>	<u>1,130,943</u>
Subtotal	438	\$ 197,413	\$ 1,639,893
Total Title II		\$ 424,912	\$ 4,120,963
Title III -- Special Programs			
Part A -- CBOS	\$ 22,358	\$ 44,391	\$ 44,391
Part B -- C & H	<u>67,915</u>	<u>165,296</u>	<u>165,296</u>
Total Title III	\$ 90,273	\$ 209,687	\$ 209,687
TOTAL GRANT	\$ 515,185	\$ 4,330,650	\$ 4,330,650

* 7% of basic grant allocation
** 60,000 (sex equity reserve) - 1% of basic grant.

MONTANA COUNCIL ON VOCATIONAL EDUCATION



EXECUTIVE DIRECTOR

STATE OF MONTANA

JAMES W FITZPATRICK
EXECUTIVE DIRECTOR

March 20, 1990

Brady Vardemann
Deputy Commissioner for Vocational Technical Education
Office of Commissioner of Higher Education
33 South Last Chance Gulch
Helena, MT 59620

Dear Brady:

In accordance with mandated sections of the Carl D. Perkins Vocational Education Act, the Montana Council on Vocational Education has consulted with the Board of Regents to advise on the development of the Montana State Plan for Vocational Education for program years 1991 and 1992. In addition to reviewing proposed State Plan changes, the Council participated in a public hearing conducted by the Office of Commissioner of Higher Education on March 9, 1990. The Council has reviewed the Plan and is in unanimous agreement with the State Plan as presented for PY 91-92.

As reported in the Council's annual report to the Office of Commissioner of Higher Education dated January 20, 1989, the Council is concerned about the appropriation by the Legislature of Carl Perkins Vocational Education Act funds as part of the vocational technical center's current unrestricted fund operating budget. This approach is inconsistent with the Act and raises the following concerns: (1) maintenance of effort, (2) places budget authority in jeopardy, and (3) adversely affects program planning and decisions. The Council recognizes the genuine efforts of the OCHE to inform appropriate finance committees of the legislature relative to this issue. In addition, the Council strongly supports the language and evaluation procedure initiated during the 1990 Perkins grant awarding cycle for use of appropriated dollars to Vocational Technical Centers. These include: (1) compliance with federal regulations governing the use of Perkins funds and with restrictions imposed by the Board of Regents, (2) congruence with activities under the direction of the Deputy Commissioner for Vocational Technical Education that address program offerings within the vocational technical system, (3) any further receipt

of Perkins funds by Vocational Technical Centers above their appropriated amounts will be the result of open competition with all other applicants for funds through the regular request for proposal (RFP) process.

In closing, the Council commends the Board of Regents and Office of Public Instruction for their cooperative, and professional effort in dealing with the Council for state plan development and other activities and issues.

Sincerely,

Jon Jourdonnais
Dr. Jon Jourdonnais, Chairman
Montana Council on Vocational Education

JWF:jap

MONTANA'S JOB TRAINING PARTNERSHIP COUNCILS

RECEIVED

APR 20 1990

MONTANA STATE ARCHIVES

April 17, 1990

Sib Clack, Director
 Federal Vocational Grants
 Office of the Commissioner
 of Higher Education
 33 South Last Chance Gulch
 Helena, MT 59620

Dear Ms. Clack:

On behalf of the Balance of State (BOS) Joint Council, composed of the Private Industry Council and the Council of Commissioners, I would like to thank you for the opportunity to comment on the proposed Montana State Plan for Vocational Education for Program Years 1991 and 1992.

At the BOS Joint Council's April 5, 1990, Planning Committee meeting, the plan was reviewed and no comments were made. At our meeting the following day, the BOS Joint Council approved the planning Committee's review of the plan and recommendation to make no comments.

Sincerely,

Jon Oldenburg

Jon Oldenburg, Chair
 BOS Joint Council

cc: Jack Sands
 Gary Curtis





CONCENTRATED
EMPLOYMENT
PROGRAM

P.O. BOX 1728, HELENA, MONTANA 59624

BEAVERHEAD
BROADWATER
CUSTER
DEER LODGE
GRANITE
JEFFERSON
LEWIS & CLARK
MADISON
MEAGHER
POWELL
SILVERBOW

April 17, 1990

Sib Clack, Director
Federal Vocational Grants
Office of the Commissioner
of Higher Education
33 South Last Chance Gulch
Helena, MT 59620

Dear Ms. Clack:

On April 5, 1990, at a joint meeting of the Concentrated Employment Program (CEP) Private Industry Council and CEP Council of Commissioners, the Montana State Plan for Vocational Education for Program years 1991 and 1992 was reviewed. The Councils had no comments on the plan but made a motion in support of the plan for use of the Carl Perkins funds.

On behalf of the CEP Private Industry Council and the CEP Council of Commissioners, I would like to thank you for this opportunity to review and comment on the proposed Montana State Plan for Vocational Education.

Sincerely,

Steve Walsh

Steve Walsh, Chair
CEP Private Industry Council

cc: Jack Sands
Gary Curtis

APPENDIX L

COMMENTS FROM STATE LEGISLATURE

The Montana State Legislature meets biennially in January of odd-numbered years. Therefore, the Legislature was not in session during the development of the proposed Montana State Plan for Vocational Education for Program Years 1991 and 1992. Copies of the draft plan were forwarded to the following key legislative leaders for their independent review and comment during the interim between biennial sessions:

Chairman, Education Subcommittee of Joint Appropriations Committee
Chairman, Senate Finance and Claims Committee
Chairman, Education and Cultural Resources Committee
President of the Senate
Speaker of the House

As of April 23, 1990, no comments had been received.

APPENDIX M

METHODS FOR ALLOCATION OF HANDICAPPED AND DISADVANTAGED FUNDS

The allocation of Montana's P.L. 98-524 funds for handicapped and disadvantaged populations, including those with limited English proficiency (LEP), to eligible recipients is determined by annually surveying all eligible recipients who participate, or plan to participate, in P.L. 98-524 projects. The participating eligible recipients are asked to indicate the number of handicapped, economically disadvantaged, and LEP students that were enrolled in their vocational education programs in the preceding year.

Eligible recipients are participating high school districts, vocational-technical centers, community colleges, tribal colleges and Northern Montana College -- all of which offer vocational education or vocational-technical education at less than the baccalaureate degree level.

Determination of "economically disadvantaged" students is based on: eligibility for Pell grants, Aid to Families with Dependent Children (AFDC) or Bureau of Indian Affairs (BIA) general assistance, and/or free or reduced price school lunch; and participants in ESEA Chapter I programs.

"Handicapped" individuals are defined as in Section 521(15) of P.L. 98-524.

"Disadvantaged" individuals are defined as in Section 521(12) of P.L. 98-524.

"Limited English proficiency" students are defined as in Section 5211(18) of P.L. 98-524.

The data received from the participating eligible recipients is then used to make the following calculations:

Formula for Distribution of Handicapped funds

Number of economically dis- advantaged students enrolled in individual participating <u>eligible recipient</u>	50% of Annual State X Handicapped. = a Allocation
Total number of economically disadvantaged students enrolled in all participating eligible recipients	

Number of handicapped students served in participating <u>eligible recipient</u>	50% of Annual State X Handicapped = b Allocation
Total number of handicapped students served among all participating eligible recipients	

a + b = Allocation for handicapped students in X

APPENDIX N

POSTSECONDARY PROJECT EVALUATION INSTRUMENTS

1. Final Report Form for Carl D. Perkins Vocational Education Act Projects

This form is completed by each grant recipient to substantiate that the funded objectives were achieved according to the evaluation criteria established in the approved grant.

2. Carl D. Perkins Vocational Education Act Project Evaluation Form - Postsecondary Projects

This form is completed by Vocational-Technical Education staff during onsite project evaluation of 20% of the postsecondary eligible recipients each year.



BOARD OF REGENTS OF HIGHER EDUCATION

MONTANA UNIVERSITY SYSTEM

HELENA, MONTANA 59620-2602

FINAL REPORT FORM
FOR CARL D. PERKINS
VOCATIONAL EDUCATION ACT PROJECTS

This form is to be completed by the project director within 60 days after the specified project ending date.

Recipient Agency: _____

Address: _____

Telephone Number: _____

Project Director: _____

Project Number: _____

Project Title: _____

Digitized by srujanika@gmail.com

Participants Served: (Complete the line appropriate to the funded category; for example, if you have a "Handicapped" project, use that line only to report gender and total.)

	Grades 9-12		Postsecondary/Adult		Total
	Male	Female	Male	Female	
Handicapped					
Disadvantaged					
Adults					
Single Parents					
Sex Bias					
Corrections					
All Other:					
UNDUPLICATED TOTAL					

Accomplishment of Objectives:

Accomplishment of Objectives: (continued)

Objectives

Measures of Accomplishment

Quote and/or paraphrase any comments by participant(s) that indicate the success of the project. _____

If a publication and/or report was made, how did you let others know about your findings and/or success? _____

How did you coordinate your project activities with: Private Industry Councils, Adult Education Programs, Chapter 1 teachers, special education teachers, Social and Rehabilitation (SRS) representatives, vo-tech centers or other relevant entities? _____

What guidance, counseling programs and career development activities were provided to participants? _____

HANDICAPPED AND DISADVANTAGED PROJECTS ONLY

What methods were used to assess interests, abilities and special needs of handicapped and disadvantaged students? _____

EQUIPMENT INVENTORY

If any federal funds were used to purchase equipment costing more than \$300.00, please complete the inventory on the next page. It is assumed that you have and will continue to have adequate safeguards to prevent loss, damage or theft of the equipment. It is further assumed that adequate maintenance procedures are used to keep the equipment in good condition.

The inventory requirements come from the Code of Federal Regulations (CFR) 34 Parts 1 to 299; Revised July 1, 1985, Sections 74.134 through 74.139.

Equipment purchased with federal funds must remain on inventory for five (5) years, or audit trail information on the disposition of equipment must be available for five (5) years. No equipment may be sold, traded or disassembled so as to lose its original identity unless procedures of CFR 34 Section 74.139 are followed. Assistance with this section may be obtained from Vickie Stiteler, Fiscal Department (444-6570).

EQUIPMENT INVENTORY

Mnfctr. Model # or Ser. #	Date Acquired Mo/Da/Yr	Cost of Equip.	% of Cost from Fed. Funds	Location of Equip.	Cond. of Equip.*	Note on Transfer Replace or Dispos. of Equip.	Inventory Number

* G = Good F = Fair P = Poor

Signed: Authorized Signature



APPENDIX O
ANNUAL APPLICATION BY VOCATIONAL-TECHNICAL CENTERS

THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602
(406) 444-6570

COMMISSIONER OF HIGHER EDUCATION

M E M O R A N D U M

TO: Alex Capdeville
Harry Freebourn
Erie Johnson
Dennis Lerum
Will Weaver

FROM: Sib Clack, Director of Federal Vocational Grants *Sib Clack*
Office of Commissioner of Higher Education

DATE: October 24, 1989

SUBJ: Annual Application for PY91 Perkins funds appropriated into
Vo-Tech Center CUF budgets

Because we do not have a Perkins reauthorization, we will proceed under the last approved State Plan procedures for awarding grants.
Enclosed are:

Annual Application for PY91 Appropriated Perkins funds

Ten budget forms

Your total application should match the appropriated amount for your agency. There has not been an amount set aside for equipment so do your own prioritization. You are expected to submit handicapped and disadvantaged projects for your formula allocated amounts, which will be supplied later, probably by the second week of November. I'm sending your application packets now so you can get started with them early. The regular RFP packets will be distributed November 1, 1989, and will be due at the same time as your annual applications -- 5:00 P.M. on January 19, 1990.

The following amounts have been appropriated into each Center's current unrestricted fund:

BiVTC	\$ 145,871
BuVTC	135,846
GFVTC	153,821
HVTC	200,140
MVTC	171,796
Total	<hr/> \$ 807,474

Enc. (2)



THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602

(406) 444-6570

COMMISSIONER OF HIGHER EDUCATION

INSTRUCTIONS

ANNUAL APPLICATION FOR
CARL D. PERKINS VOCATIONAL EDUCATION ACT APPROPRIATION
for
MONTANA'S VOCATIONAL-TECHNICAL CENTERS

Program Year 1991
(July 1, 1990 - June 30, 1991)

November, 1989

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

INTRODUCTION

For a number of years, the Montana State Legislature has appropriated Carl D. Perkins Vocational Education Act funds as part of the five vocational-technical centers' current unrestricted fund operating budgets. In the past, the centers have had to submit individual proposals for projects to obtain those funds. These proposals have been read and rated along with all others submitted according to published procedures. However, as long as these proposals have achieved minimum standards, i.e., receiving at least 50% of all possible points on the rating scale, they have been funded before all other secondary or postsecondary projects in each category in which they have been submitted.

Beginning with the program year 1990 Perkins grants awarding cycle, each of the five vocational technical centers will submit an annual application for Perkins funds up to the total amount appropriated by the Legislature for each center. These annual applications will be evaluated for compliance with federal regulations governing the use of Perkins funds and with restrictions imposed by the Board of Regents (the sole state agency). They will be further evaluated for congruence with activities under the direction of the Deputy Commissioner for Vocational-Technical Education that address program offerings within the vocational-technical system. Any further receipt of Perkins funds by the vocational-technical centers above their appropriated amounts will be as the result of open competition with all other applicants for funds through the regular Request for Proposal (RFP) process.

The following instructions explain the information that is to be included in each Annual Application to be submitted to the Director of Federal Vocational Grants in the Office of the Commissioner of Higher Education. Each application must contain all information required and must be submitted in the format shown. The Annual Application will be due at the same time as the RFP responses for all other Perkins projects. For program year 1990 applications, this deadline is 5:00 P.M. on January 20, 1989.

PROGRAM YEAR 1991 APPLICATIONS ARE DUE AT 5:00 P.M. ON
JANUARY 19, 1990.

<u>Application Page Number</u>	<u>Information required</u>
------------------------------------	-----------------------------

i

Summary of Requested Funding by Category:

This section summarizes the funding request that will be supported by the rest of the annual application. The amount appropriated by the Legislature is entered on the line under "Total Amount Appropriated." (We are assuming that the Legislature will appropriate the same level of federal funds that they have appropriated since fiscal year 1987. Therefore, use the same amount that was appropriated in fiscal year 1989.)

List the total amount requested in each Title II, Part A category in which you are eligible to receive funds. Each agency is expected to constructively use the entire Disadvantaged and Handicapped amounts allocated on the basis of previous individuals served and enrolled. If you plan to apply for any of the limited Single Parent/Homemaker funds, be sure to coordinate your request with the Displaced Homemaker Network agency within your area.

When you have totalled the Title II, Part A funds requested, subtract that amount from the appropriated amount to show the balance of appropriation authority remaining to be used in Title II, Part B.

List the total amount requested in each Title II, Part B category. If you are making an Equipment request, include only the appropriated amount. (If you need more equipment, apply through the regular RFP process.) Subtract the total amount from the balance of appropriation authority. The result should be zero.

Certification and Assurances by Director:

This section is self-explanatory. Its purpose is to ensure that the Director of each Vocational-Technical Center is thoroughly familiar with the agency plans to expend the appropriated amount of Perkins funds and is aware of the legal restrictions on the use of those funds.

THIS PAGE MUST BE ATTACHED TO ALL PROPOSALS SUBMITTED.

ii

Self-explanatory. This page must be completed whenever disadvantaged or handicapped funds are requested.

<u>Application Page Number</u>	<u>Information required</u>
1	Indicate the number of the project proposal, e.g., 1, 2, etc. If you submit one proposal for all Perkins categories for which you are eligible, you would have a total of ten projects.
	The project director's address and telephone number should be the work address and number, with extension, if applicable.
2	Keep responses brief and to the point. Attach additional sheets only if necessary. Be specific about the problem to be addressed. Indicate how the federally-funded services will supplement or add to existing services.
3	Using the format on page 3, list the <u>objectives</u> . You should not have more than four objectives per project. These must be measurable in terms of access to, and/or success in, your vocational-technical education offerings and support services. Give a succinct description of what <u>activities</u> will be carried out to achieve your objectives. Specify the <u>evaluation</u> criteria you will apply to project outcomes to indicate whether or not you have achieved the stated objectives.
4	Each project must specifically address gender equity activities to be undertaken in the program, services and activities involved.
	Each project should have a tangible product that can be shared with the field. Include production and dissemination costs in your budget request or as matching effort.
	Documentation of coordination is self-explanatory.
5	Describe how the funds will be used to accomplish project objectives by major categories, i.e., personal services (number and kind of positions, benefit rate), operating, and equipment. Show your calculation for any indirect costs charged to the grant and/or used as match.
Handicapped Category	Follow the same procedures as for your Disadvantaged funds project proposal. Remember to include page ii.
Blank Category	Use these pages for each additional project proposal in any other Perkins category. Submit a separate proposal and budget for each category in which you apply.

Vocational-Technical Center

Annual Application
For
CARL D. PERKINS VOCATIONAL EDUCATION ACT

Program Year 1991

Summary of Requested Funding by Category:

	Total Amount Appropriated <u>\$</u>	Balance of Amt Appropriated <u>\$</u>
Title II, Part A		
Disadvantaged	\$	
Handicapped		
Adult		
Single Parent		Balance of Amt
Sex Bias		Appropriated
Total II,A	<u>\$</u>	<u>\$</u>
Title II, Part B		
Guidance	\$	
Curriculum Development		
Personnel Development		
PIIE *		Balance of Amt
Equipment **		Appropriated
Total II,B	<u>\$</u>	<u>\$</u>

* Program Improvement, Innovation, Expansion

** Appropriated Amount Only

Certification and Assurances by Director:

I certify that I have reviewed the following application information specifying the programs, activities, and services to be provided by this agency through use of Carl D. Perkins Vocational Education Act (P.L. 98-524) funds. This agency will comply with the requirements of P.L. 98-524 and all applicable federal and state rules and regulations in the use of those funds. This agency assures the Board of Regents of Higher Education that services provided through these annual application projects will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973.

Director's Signature

Date

Additional
Statement of Assurances Required for
Use of Disadvantaged or Handicapped funds

This agency will use funds distributed under Section 203(a) for vocational education services and activities for disadvantaged individuals and for handicapped individuals to provide:

- (1) equal access
 - a) in recruitment enrollment, and placement activities;
 - b) to the full range of vocational education programs available, including occupational specific courses of study;
- (2) programs and activities for handicapped individuals in the least restrictive environment.

Director's Signature

Date

Project Proposal Number _____
ANNUAL APPLICATION FOR FY 91
Vocational-Technical Center

Category of Perkins Funds: Title IIA - DISADVANTAGED

Title of Proposed Project: _____

(14 words or less) _____

Name of Project Director: _____

Title of Project Director: _____

Address of Project Director: _____

Phone Number of Project Director: _____

Brief Summary of Project Director's Qualifications to Conduct this Project: (Note: if counseling activities will be performed in this project, a certified guidance counselor or master's degree level professional must be responsible for project activities.)(Note: indicate whether project director has had formal training in the elimination of sex bias in vocational education.)

Number of Students to be Served by Project Activities:

	Female	Male	Total
Disadvantaged	_____	_____	_____
Handicapped	_____	_____	_____
Adults	_____	_____	_____
Single Parents	_____	_____	_____
Nontraditional Programs	_____	_____	_____
Other Students	_____	_____	_____
Total	_____	_____	_____
Unduplicated Total:	_____	_____	_____

Statement of Problem or Deficiency and Resultant Need for Project:
(Cite evidence supporting the existence of the need -- using
statistical data as documentation.)

Statement of current level services that will be improved through funding of supplemental or additional services for disadvantaged students: (Keep in mind that in this category, Perkins funds will pay ONLY for half of the costs of supplemental or additional services offered with the regular vocational-technical offerings and will pay ONLY for half of costs above the average-per-pupil expenditure for services provided separately from the regular vocational-technical offerings.)

EVALUATION CRITERIA

ACTIVITIES

OBJECTIVES

Specify what concrete steps will be taken in this project to attain gender-equitable enrollment in the program involved:

Identify the products that will result from project activities and the active dissemination efforts that will be made to share those results with the field:

Document evidence of coordination and communication with other educational agencies in the area, with community-based organizations, and with administrators of other relevant federal programs (i.e., JTPA, Adult Education Act). (Documentation may take the form of a listing below of signatures, titles and dates of all relevant parties, OR letters of support for the specific project.)

Describe how the funds you are requesting will enable you to accomplish the objectives of this project: (If you are requesting the use of in-kind match in this category, state why and the nature of the match you are proposing.) Indicate the source of the match you are using.

Complete the attached budget form:

Project Proposal Number _____
ANNUAL APPLICATION FOR FY 91
Vocational-Technical Center

Category of Perkins Funds: Title IIA - HANDICAPPED

Title of Proposed Project: _____

(14 words or less) _____

Name of Project Director: _____

Title of Project Director: _____

Address of Project Director: _____

Phone Number of Project Director: _____

Brief Summary of Project Director's Qualifications to Conduct this Project: (Note: if counseling activities will be performed in this project, a certified guidance counselor or master's degree level professional must be responsible for project activities.)(Note: indicate whether project director has had formal training in the elimination of sex bias in vocational education.)

Number of Students to be Served by Project Activities:

	Female	Male	Total
Disadvantaged	____	____	____
Handicapped	____	____	____
Adults	____	____	____
Single Parents	____	____	____
Nontraditional Programs	____	____	____
Other Students	____	____	____
Total	____	____	____

Unduplicated Total: _____

Statement of Problem or Deficiency and Resultant Need for Project:
(Cite evidence supporting the existence of the need -- using
statistical data as documentation.)

Statement of current level services that will be improved through funding of supplemental or additional services for handicapped students: (Keep in mind that in this category, Perkins funds will pay ONLY for half of the costs of supplemental or additional services offered with the regular vocational-technical offerings and will pay ONLY for half of costs above the average-per-pupil expenditure for services provided separately from the regular vocational-technical offerings.)

EVALUATION CRITERIA

ACTIVITIES

OBJECTIVES

Specify what concrete steps will be taken in this project to attain gender-equitable enrollment in the program involved:

Identify the products that will result from project activities and the active dissemination efforts that will be made to share those results with the field:

Document evidence of coordination and communication with other educational agencies in the area, with community-based organizations, and with administrators of other relevant federal programs (i.e., JTPA, Adult Education Act). (Documentation may take the form of a listing below of signatures, titles and dates of all relevant parties, OR letters of support for the specific project.)

Describe how the funds you are requesting will enable you to
accomplish the objectives of this project:

Complete the attached budget form:

Project Proposal Number _____
ANNUAL APPLICATION FOR FY 91
Vocational-Technical Center

Category of Perkins Funds: _____

Title of Proposed Project: _____

(14 words or less) _____

Name of Project Director: _____

Title of Project Director: _____

Address of Project Director: _____

Phone Number of Project Director: _____

Brief Summary of Project Director's Qualifications to Conduct this Project: (Note: if counseling activities will be performed in this project, a certified guidance counselor or master's degree level professional must be responsible for project activities.)(Note: indicate whether project director has had formal training in the elimination of sex bias in vocational education.)

Number of Students to be Served by Project Activities:

	Female	Male	Total
Disadvantaged	_____	_____	_____
Handicapped	_____	_____	_____
Adults	_____	_____	_____
Single Parents	_____	_____	_____
Nontraditional Programs	_____	_____	_____
Other Students	_____	_____	_____
Total	_____	_____	_____
Unduplicated Total:	_____	_____	_____

Statement of Problem or Deficiency and Resultant Need for Project:
(Cite evidence supporting the existence of the need -- using
statistical data as documentation.)

Assurance that the program, services or activities that will be funded by project funds do not supplant state or local funding:

EVALUATION CRITERIA

ACTIVITIES

OBJECTIVES

Specify what concrete steps will be taken in this project to attain gender-equitable enrollment in the program involved:

Identify the products that will result from project activities and the active dissemination efforts that will be made to share those results with the field:

Document evidence of coordination and communication with other educational agencies in the area, with community-based organizations, and with administrators of other relevant federal programs (i.e., JTPA, Adult Education Act). (Documentation may take the form of a listing below of signatures, titles and dates of all relevant parties, OR letters of support for the specific project.)

Describe how the funds you are requesting will enable you to
accomplish the objectives of this project:

Complete the attached budget form:

APPENDIX P
PROGRAM YEAR 1990 PROJECTS

FILE: PY90 FUNDING

range: A1..I54 range: W1..AF513

range: J1..U394

SUMMARY: PY90 FUNDED PERKINS GRANTS

21-Aug-89

Title = IIA

Category	Amount	# Sec.	# PS Projects	Amt Sec.	%	Amt PS	%
		Awards	Projects	Sec.	Awards	PS	
H	\$445,553	35	6	\$405,020	91%	\$40,533	9%
D	\$851,194	35	14	\$728,106	86%	\$123,088	14%
A	\$463,282	3	3	\$267,489	58%	\$195,793	42%
Appren	\$60,000	13	0	\$60,000	100%	\$0	0%
SP/H	\$331,639	2	16	\$43,748	13%	\$287,891	87%
SB/S	\$135,404	3	3	\$96,096	64%	\$49,308	56%
C	\$38,233	0	1	\$0	0%	\$38,233	100%
Total	\$2,325,305	96	48	\$1,590,459	68%	\$734,846	32%

Title = IIB

Category	Amount	# Sec.	# PS Projects	Amt Sec.	%	Amt PS	%
		Awards	Projects	Sec.	Awards	PS	
CD	\$134,859	0	4	\$0	0%	\$134,859	100%
PD	\$138,650	9	4	\$94,308	68%	\$44,342	32%
G	\$257,210	5	5	\$137,931	54%	\$119,279	46%
PIE/EQ	\$879,977	21	20	\$340,390	39%	\$539,587	61%
Setaside	\$390,064	4	8	\$143,297	37%	\$246,765	53%
Total	\$1,800,760	39	41	\$715,926	40%	\$1,084,832	50%

Title = IIIA

Category	Amount						
CEO	\$67,695	3	1	\$51,204	76%	\$16,492	24%

Title = IIIB

Category	Amount	# Sec.	# PS Projects	Amt Sec.	%	Amt PS	%
		Awards	Projects	Sec.	Awards	PS	
CH-EDA	\$86,644	17	0	\$86,644	100%	\$0	0%
CH	\$131,794	13	0	\$131,794	100%	\$0	0%
Total	\$218,438	30	0	\$218,438	100%	\$0	0%
TOTALS	\$4,412,199	168	90	\$2,576,027	58%	\$1,836,170	42%

Grant Awards to Secondary Subrecipients = \$2,576,027 58%
 Grant Awards to Post-Secondary Subrecipients = \$1,836,170 38%
 Grant Awards to MT Ctr for Research, CD and PD = \$150,000 7%

GRAND TOTAL \$4,412,197

MONTANA'S FUNDED PERKINS PROJECTS FOR PROGRAM YEAR 1990

Title II, Part A: Vocational Education Opportunities

02-Aug-89

Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Handi-capped	n/a	90-H001	Billings VTC	\$3,831	\$3,831	\$441,722	Placement Services - Handicapped Students
	n/a	90-H002	Butte VTC	\$826	\$1,992	\$440,896	Project C.U.P. - Handicapped Students
	n/a	90-H003	Great Falls VTC	\$7,211	\$7,789	\$433,685	Interpreters, Tutors and Aides
	n/a	90-H004	Helena VTC	\$5,484	\$5,484	\$429,201	Success under Construction
	231	90-H005	Stone Child Coll.	\$5,368	\$5,868	\$422,333	Vo-Ed Services for Handicapped
	229	019-90	Red Lodge HS	\$3,587	\$3,587	\$418,746	HighTechEquipat/Multiple-Handicappd Student
	224	014-90	Browning HS	\$5,583	\$5,583	\$413,163	Supported HS Voc'l Class Placeat
	223	90-H006	Salish-Kootenai C	\$17,313	\$17,497	\$395,350	Proposal to Receive Handicapped Funds
	222	048-90	Browning MS	\$5,598	\$5,598	\$390,252	Supported MS Voc'l Class Placeat
	222	348-90	Ofc Public Instruc	\$5,000	\$0	\$385,252	Statewide Conf/Transition Educ to Employat
	217	344-90	Helena HS	\$39,835	\$39,835	\$345,417	Prevoc'l & Supported Employat, Gr 7-12
	215	066-90	Rocky Boy	\$9,417	\$9,850	\$336,000	Vo-Ed Program for Handicapped Students
	215	287-90	Kalispell #5	\$69,615	\$70,000	\$266,385	Voc'l Transition for Handicapped Students
	211	013-90	Browning MS	\$7,540	\$7,540	\$258,845	Voc'l Trng/Severely Handicapped Students
	209	123-90	Joliet HS	\$2,700	\$2,700	\$256,145	Computer Tech/Job Search for Special Ed
	209	135-90	Havre PS	\$1,884	\$1,884	\$254,261	Practical Shop & Business Skills
	206	136-90	Havre PS	\$5,418	\$5,418	\$248,843	Special Ed Voc'l Enhancement
	205	015-90	Browning HS	\$2,183	\$2,183	\$246,660	World of Work Class - Handicapped
202.33	070-90	Billings PS	\$72,982	\$105,300	\$173,778	Right to Integrated Support Employat-RISE	
	199	030-90	Laurel HS	\$7,214	\$8,465	\$166,564	Voc'l Transition/Workstudy Coordinator
	197	100-90	Fromberg HS	\$906	\$910	\$165,658	Computers for the Handicapped
	197	047-90	Hardin HS	\$13,941	\$13,941	\$151,717	Improve Prevoc'l Program for Handicapped
	197	365-90	Poplar HS	\$6,664	\$6,664	\$145,053	Special Ed Work Exposure Program
	194	269-90	Absarokee HS	\$3,523	\$3,523	\$141,530	Teacher's Aide - Vo-Ag Classroom
	192	371-90	Park Co. SpecEdCoop	\$6,800	\$6,800	\$124,730	Special Needs & Voc'l Assessat Program
190.33	012-90	Granite HS	\$1,200	\$1,200	\$133,530	Voc'l Aptitude Student Trng Project #2	
	188	118-90	N Central Lrng Ctr	\$14,108	\$14,108	\$119,422	Project PAL (Parents As Links)
	184	106-90	Great Falls PS	\$33,606	\$33,606	\$85,816	Specialized Voc'l Trng Project
	183	296-90	Fairfield PS	\$2,599	\$2,599	\$83,217	Voc'l Job Prep for Special Needs Students
	177	140-90	Butte FS	\$29,982	\$29,982	\$53,235	Career/Prevoc'l Summer & Night School
175.66	321-90	Missoula Co. HS	\$10,714	\$10,714	\$42,521	Curric Dvlpat - Vo-Ed/Experiential Program	
	171	330-90	F-C School	\$2,335	\$2,335	\$40,186	Print Shop I - Handicapped Students
	166	016-90	Shepherd HS	\$3,137	\$4,422	\$37,049	Update/Enhance Shepherd Ind Tech Program
	160	311-90	Central LRCC	\$6,000	\$6,000	\$31,049	Lewistown Special Ed Grant
	156	189-90	Dawson CoHS	\$2,006	\$2,006	\$29,043	Community Vo-Ed for Special Students
	155	200-90	Big Sky SpecEdCoop	\$12,595	\$12,595	\$16,448	Voc'l Resource Educator
149.66	010-90	Hays-Lodge Pole	\$500	\$500	\$15,948	Voc'l Trng for Handicapped Students	
	145	319-90	Corvallis HS	\$4,143	\$4,143	\$11,305	High Tech Work Cell - Handicapped Students
	138	367-90	Colstrip HS	\$3,651	\$3,651	\$8,154	Indv.Instruct/Remediation - Learning Disabled
	135	272-90	Plenty Coups	\$6,043	\$6,043	\$2,111	Vo-Ed Planning Guide/Minority Handicapped
	126	205-90	Troy HS	\$2,111	\$2,120	\$0	Helding Simulators - Handicapped Students
		TOTALS	\$445,553	\$478,256			
		Secondary	\$405,020	\$435,805			
		Post-secondary	\$40,533	\$42,461			
		Overmatch		\$32,713			

Category	Project	Project /	Recipient	Perkins	Match	Amount	Title of Project
	Score	Track #		Amount	Amount	Available	
Disad- vantaged	n/a	90-D001	Billings VTC	\$8,202	\$8,202	\$842,992	Placement Services/Disadvantaged Students
	n/a	90-D002	Butte VTC	\$5,084	\$12,343	\$837,908	Project C.U.P. - Disadvantaged
	n/a	90-D003	Great Falls VTC	\$10,049	\$11,135	\$827,859	Voc'l Assessmt, Guidance & Retention
	n/a	90-D004	Helena VTC	\$1,211	\$1,211	\$826,648	Occupational Related Math
	n/a	90-D005	Missoula VTC	\$12,141	\$22,522	\$814,507	Prevoc'l Trng
	235	074-90	Great Falls PS	\$77,699	\$77,699	\$736,308	Career Counseling & Develop Ctr
	231	076-90	Great Falls PS	\$7,391	\$7,532	\$729,417	Literacy Level Assessmt
	228	260-90	Missoula Co. HS	\$17,326	\$19,629	\$712,091	Prevoc'l English & Job Seeking Skills
	228	027-90	Billings PS	\$5,296	\$5,296	\$706,795	English as Second Language
	225	170-90	Flathead HS	\$93,025	\$94,537	\$613,770	Project Job Coach
	224	90-D006	Northern MT Coll	\$25,220	\$30,504	\$588,450	Holistic Approach to NA Student Success
	223	90-D007	Blackfeet CC	\$9,283	\$9,283	\$579,167	Basic Skills Attainment
	222	086-90	Browning HS	\$23,000	\$23,000	\$556,167	Integrate Ag Tech into Vo-Ed
	222	292-90	Harlem	\$10,630	\$10,630	\$545,537	High Tech Vo-Ed Curric Dvlpat
	222	165-90	Frazer PS	\$12,854	\$12,854	\$532,683	High Tech Ind Arts - Disadvantaged Students
	230	325-90	Dist IX HRDC	\$37,299	\$37,299	\$495,384	Voc'l Exploration & Planning/At-Risk Youth
	220	90-D008	Salish-Kootenai C	\$20,000	\$20,685	\$475,384	Technology Trng - Disadvantaged Students
	216.33	154-90	Hardin MS	\$27,075	\$27,110	\$448,309	Counseling, Home-School Coord, LEP, Gr 7-12
	215	067-90	Garfield Co	\$2,545	\$0	\$445,764	Self-Assessmt & Skill Bldg/Career Decision
	212	141-90	Butte PS	\$85,632	\$85,632	\$360,132	A.L.A.S.-Transition - Econ Disadv Students
	212	355-90	Park HS	\$15,923	\$16,290	\$344,209	Vo-Ed Paraprofessional Pilot Project
	211	073-90	Great Falls PS	\$18,750	\$18,750	\$325,459	Teen Parent Outreach and Followup
	211	268-90	Absaroke HS	\$1,580	\$1,580	\$323,879	Study Skills Tutoring Program
	210	250-90	Saco HS	\$1,738	\$1,738	\$322,141	Tech Applied Math in Lab/At-Risk Students
	206	101-90	Fromberg HS	\$2,889	\$3,000	\$319,252	Computers for the Disadvantaged
	205.66	026-90	Billings PS	\$87,494	\$87,494	\$231,758	Bus. Ed/Dropout Prevention-Disadv Students
	204	221-90	Missouala Co. HS	\$12,082	\$15,040	\$219,676	Prevoc'l Eng., Math, Job Seeking - LEP
203.33	90-D009	Butte VTC		\$2,832	\$2,832	\$216,844	Prevocational W.O.W. - Butte Frerelase Ctr
	197	323-90	WS Springs HS	\$23,460	\$23,460	\$193,384	Voc'l Exploration,Career Guidance/At-Risk
	197	278-90	Plenty Coups	\$10,230	\$10,230	\$183,154	Expansion Project/Advanced Computer Skills
	197	345-90	Helena MS	\$60,136	\$83,615	\$123,018	Project C.A.R.E.-Children At-Risk in Educ
	195	90-D010	Fort Peck CC	\$4,360	\$4,360	\$118,658	Business Tech - Disadvantaged Students
	195	087-90	Browning MS	\$7,201	\$7,201	\$111,457	Prevoc'l Computer Software/Supplies
	195	275-90	Outlook HS	\$493	\$493	\$110,964	Expand Vo-Ed thru Telecommunications
	195	293-90	Rocky Boy HS	\$7,315	\$7,315	\$103,649	Vo-Ed for Disadvantaged Students
	194	009-90	Hays-Lodge Pole	\$9,328	\$9,328	\$94,321	Mechanics Career Trng - Disadv Students
	191.66	90-D011	Blackfeet CC	\$3,225	\$3,225	\$91,096	Expansion of Holdings at Library
	190	211-90	Cut Bank HS	\$3,000	\$3,000	\$86,096	Bus./Ed Partnerships - Disadv Students
	190	214-90	Cut Bank HS	\$6,210	\$0	\$81,386	Guidance,Counseling,Career Dvlpat/At-Risk
	188.33	161-90	Poplar HS	\$15,300	\$15,300	\$66,586	Tutoring/Econ & Acad Disadv Students
	197	90-D012	Miles CC	\$6,833	\$6,833	\$59,753	Upgrade Skills - Nursing Students
	173	243-90	Busby HS	\$4,872	\$0	\$54,881	Computer Literacy/increase Employabl Skills
	173	313-90	Lodge Grass	\$15,481	\$15,481	\$39,400	Expand Course Offerings LEP Students
	168	90-D013	Flathead Valley CC	\$11,966	\$11,966	\$27,474	Career Counseling & Academic Support
	161	360-90	Anaconda PS	\$10,857	\$10,857	\$16,577	Career Occ. Readiness Educ - C.O.R.E.
	149	003-90	Florence-Carlton HS	\$4,400	\$4,554	\$12,177	Beginning Shop (Start to Finish)
	135	362-90	Heart Butte	\$8,095	\$8,095	\$4,162	Voc'l Tech Curric Implementation
	133	085-90	Browning HS	\$1,500	\$1,500	\$2,582	Equipat Upgrade for Indust Tech Program
	133	90-D014	Stone Child College	\$2,582	\$2,582	\$0	Vo-Ed Services for Disadvantaged Students
			TOTALS	\$851,194	\$893,222		
		Secondary		\$728,106	\$745,579		
		Post-secondary		\$127,088	\$147,683		
		Overmatch			\$42,028		

Category	Project Score	Project / Track #	Recipient	Perkins	Match	Amount	Title of Project
				Amount	Amount	Available	
Adult	n/a	90-A001	Missoula VTC	\$43,040	\$79,328	\$420,242	Basic Skills-General & Related Educ
	n/a	90-A002	Butte VTC	\$10,300	\$34,818	\$409,942	Project C.U.P. - Adult
	225	191-90	Denton HS	\$5,827	\$5,827	\$404,115	Farmer Computer Trng-Marketing Strategies
	220	331-90	AFL-CIO	\$123,345	\$136,731	\$280,770	Project Challenge: Work Again Literacy
	214	347-90	Blackfeet CC	\$49,954	\$49,964	\$230,816	Apprenticeship Program Staffing
	214	162-90	Wahpeton	\$7,000	\$0	\$223,816	MT Apprenticeship-Related Instruct-Courses
	213	90-A003	Flathead Valley CC	\$34,944	\$34,955	\$188,872	Safety Trng - Timber Fallers' Employees
	209	90-A004	Headwaters	\$21,936	\$21,936	\$166,936	Business Incubator Approach
	209	126-90	MT Assn Refugee Ser	\$61,828	\$0	\$105,108	Refugee/Immigrant Eng. & Prevoc'l Eng.
	204	116-90	Carter Co HS	\$6,000	\$6,021	\$99,108	Vo-Ag Adult Computer Info Trng
	202	091-90	Bozeman PS	\$12,685	\$12,685	\$86,423	Small Business Trng/Transition Ed to Bus
	202	340-90	Richey PS	\$850	\$850	\$85,573	CAD for Richey Adults
	200	90-A005	Fort Belknap Coll.	\$27,800	\$38,073	\$57,773	Fort Belknap Carpentry Program
	199	90-A006	Blackfeet CC	\$13,752	\$13,752	\$44,421	Early Childhood Ed Certificate Program
	198	90-A007	Flathead Valley CC	\$36,221	\$36,221	\$8,200	Improving Academic Support Services
	196	90-A008	Butte VTC	\$8,200	\$8,200	\$0	Prevoc'l Upgrading Program
			TOTALS	\$463,282	\$469,461		
			Secondary	\$267,489	\$212,078		
			Post-secondary	\$195,793	\$257,383		
			Overmatch		\$6,179		

Category	Project Score	Project / Track #	Recipient	Perkins	Match	Amount	Title of Project
				Amount	Amount	Available	
Adult - Apprenticeship	225	334-90	Helena PS	\$7,200	\$26,897	\$52,800	Apprenticeship Trng/Heavy Equipment Oper.s
	214	335-90	Helena PS	\$8,865	\$11,437	\$43,935	Tech Skills Upgrading/Operating Engrs
	207	094-90	Helena PS	\$8,100	\$27,470	\$35,835	Apprenticeship Trng - Carpenters
	204	020-90	Billings PS	\$2,182	\$41,890	\$33,653	Apprenticeship Trng - Pipefitter,Plumber
	204	218-90	Missoula Co. HS	\$1,347	\$1,594	\$32,306	Sheetmetal Apprenticeship-Related Instruc
	195	326-90	Helena PS	\$15,585	\$0	\$16,721	Seminar Apprentice/Journeyman Instructors
	190	081-90	Great Falls PS	\$3,888	\$7,277	\$12,833	Plumber Pipefitter/Refrig.Apprenticeship
	190	093-90	Helena PS	\$3,978	\$3,280	\$8,955	Carpenter Millwright Trng/Upgrading
	187	024-90	Great Falls PS	\$1,296	\$1,373	\$7,559	Painters Apprenticeship Program
	186	083-90	Great Falls PS	\$1,296	\$1,913	\$6,263	Automotive & Machinist Apprenticeship
	183	219-90	Missoula Co. HS	\$1,347	\$3,586	\$4,916	Plumber/Pipefitter Related Instruction
	180	080-90	Great Falls PS	\$1,296	\$2,103	\$3,620	Sheetmetal Apprenticeship Program
	179	082-90	Great Falls PS	\$3,620	\$3,620	\$0	State Electrician Apprenticeship
			TOTALS	\$60,000	\$133,140		
			Secondary	\$60,000	\$133,140		
			Post-secondary	\$0	\$0		
			Overmatch		\$73,140		

Category	Project Score	Project / Track #	Recipient	Perkins	Match	Amount	Title of Project
				Amount	Amount	Available	
Single Parent-Pregnant Woman/Homemaker	225	90-S001	Miles CC	\$15,473	\$190	\$315,206	Job Seeking Strategies
	208	90-S002	Career Transitions	\$14,340	\$3,533	\$700,866	Professional Ofc Technologies-Livingston
	207	90-S003	WRC-Dillon	\$19,984	\$350	\$280,982	Personal Growth & Develop Trng
	205	90-S004	Dist IV HRDC	\$9,127	\$0	\$271,755	Appropriate Technological Skills
	204	266-90	Young Families Elgs	\$40,475	\$0	\$231,280	Day Care Support Ed Services Teen Parents
	201	90-S005	Career Transitions	\$20,164	\$27,910	\$211,116	Employment for Individual Skills & Trng
	198	90-S006	WorkPlace/6F YWCA	\$22,639	\$3,376	\$188,477	Contemporary Ofc Trng & Skill Upgrading
	196	90-S007	Billings YWCA	\$20,160	\$0	\$168,317	Women, Work & Literacy Project
	187	90-S008	Dist IV HRDC	\$10,910	\$0	\$157,407	Child Care to Assist Displaced Homemakers
	194	90-S009	Career Futures, Inc	\$9,727	\$11,958	\$147,580	Anacanda Outreach Career Guidance & Trng
	194	092-90	Bozeman PS	\$7,273	\$0	\$144,407	Support Services - Voc'l & Basic Literacy

Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Single Parent-	178	90-S010	Career Futures, Inc	\$22,850	\$300	\$121,557	Prevoc'l, Motivational, Attitudinal Train
Pregnant Woman/	176,33	90-S011	Career Transitions	\$36,168	\$2,126	\$85,389	Professional Ofc Technologies
Homemaker (concluded)	175	90-S012	Career Trng Instit.	\$28,992	\$328	\$56,377	Attitudinal/Motivational Prevoc'l Train
	169	90-S013	Dawson CC	\$22,000	\$0	\$34,397	Expanded Accessibility to Occ'l Ed
	163	90-S014	Missoula YMCA	\$10,977	\$0	\$23,420	Model Ofc Project
	161	90-S015	Dist VI HRDC	\$1,400	\$25	\$22,020	Computer Literacy Train
	144	90-S016	Stone Child College	\$22,020	\$0	\$0	Child Care Center
			TOTALS	\$731,539	\$50,106		
			Secondary	\$43,748	\$0		
			Post-secondary	\$387,391	\$50,106		
			(No match required)				
Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Sex Bias/Stereotyping	214	343-90	WORD	\$29,250	\$2,167	\$106,154	Futures: Voc'l Prep for Parenting Teens
	194	90-SB001	Billings YMCA	\$11,758	\$134	\$94,396	Avenues into Non-trad. Employment
	191	90-SB002	Fort Belknap Coll.	\$12,118	\$0	\$63,178	Carpentry Trng Program for Women
	190	122-90	Joliet HS	\$10,560	\$0	\$49,518	Computer Applications in Business
	179	032-90	MT State University	\$43,286	\$4,212	\$6,332	Promoting Awareness Voc'l Opportunities: AG
	179	90-SB003	Northern MT College	\$5,332	\$0	\$0	Research on the Effects of Sex Bias
			TOTALS	\$175,404	\$5,513		
			Secondary	\$60,096	\$6,379		
			Post-secondary	\$129,308	\$174		
			(No match required)				
Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Corrections	206	90-C001	Alpha House	\$38,233	\$25,689	\$0	Assessment & Placement Program for Offenders
			Secondary	\$0			
			Post-secondary	\$38,233			
			(No match required)				

Total of All TITLE III, Part A Funds: \$2,025,705 \$2,057,397

Secondary	\$1,520,459	\$1,302,741
Post-secondary	\$734,346	\$497,657

TITLE II, PART B: Vocational Education Program Improvement, Innovation and Expansion

Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Curriculum Development	n/a	90-CD001	Billings VTC	\$56,142	\$56,142	\$78,717	Develop Related Instruction
	n/a	90-CD002	Butte VTC	\$42,102	\$42,102	\$36,615	System Review of Curriculum Instruction
	n/a	90-CD003	Great Falls VTC	\$10,134	\$10,134	\$26,481	Curric. Conversion to Semesters
	n/a	90-CD004	Missoula VTC	\$26,481	\$49,124	\$0	Curriculum Development
			TOTALS	\$134,859	\$157,502		
			Secondary	\$0	\$0		
			Post-secondary	\$134,859	\$157,502		
			Overmatch		\$22,643		
			Overmatch goes into matching requirement of statewide setaside.				
Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Personnel Development	n/a	90-PD001	Helena VTC	\$11,200	\$11,200	\$127,450	Instructional Staff - Growing & Becoming
	211	060-90	MT Career Info Syst	\$11,403	\$11,835	\$116,047	Trng for Counselors and Voc'l Educators
	208	120-90	Joliet HS	\$9,700	\$9,700	\$106,347	MT Vo-Ag Teachers Assoc Leadership Conf.
	206	021-90	MT Voc'l Assn	\$23,481	\$23,481	\$82,866	State Leadership Conference
	202	333-90	Helena PS	\$7,373	\$9,067	\$74,993	Handling Hazardous Materials:Operating Engr
	193	137-90	Bozeman HS	\$500	\$500	\$74,493	MT Business Ed Assoc Conference Speakers
	192	182-90	MT State Univ.	\$11,284	\$11,284	\$63,209	Tech Ed Workshops: School Admin.&Counselors
	185	90-PD002	Northern MT College	\$3,190	\$3,190	\$60,019	Development - Diesel Tech Faculty
182.33	350-90	Great Falls VTC	\$6,440	\$17,620	\$53,579	Nat'l Assoc Vo-Ed Special Needs Conf	
	182	90-PD003	Miles CC	\$27,600	\$22,800	\$25,979	Revitalization to Strengthen Curricula
	176	90-PD004	Missoula VTC	\$2,352	\$2,352	\$23,627	Personnel Dvlpat: Business & Related Fields
	175	166-90	MT State Univ.	\$17,833	\$18,198	\$5,794	Staff Dvlpat: Inservice Exchange Programs
	173	034-90	Conrad PS	\$5,794	\$8,900	\$0	AG Careers Awareness: Teachers & Counselors
			TOTALS	\$138,650	\$150,127		
			Secondary	\$94,308	\$110,585		
			Post-secondary	\$44,342	\$39,542		
			Overmatch		\$11,477		
			Overmatch goes into matching requirement of statewide setaside.				
Category	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Guidance	n/a	90-6001	Billings VTC	\$28,399	\$28,399	\$228,311	Assessment/Academic Placement/Advisement
	n/a	90-6002	Billings VTC	\$4,117	\$4,117	\$224,694	Placement Outreach Program
	n/a	90-6003	Great Falls VTC	\$22,994	\$22,994	\$201,700	Assessment, Guidance & Retention Services
	n/a	90-6004	Helena VTC	\$22,406	\$22,406	\$179,284	Improvement/Expansion of Placement System
	n/a	90-6005	Billings VTC	\$41,363	\$41,363	\$137,931	MT Vo-Ed and Rng Career Counseling
	225	342-90	Flathead HS	\$25,958	\$46,959	\$111,973	Career Center Expansion
	222	356-90	Dutton PS	\$27,739	\$23,165	\$84,184	Computer Assisted Guidance: Voc'l Program
	218	041-90	Rapelle HS	\$17,711	\$19,089	\$70,473	Develop Comprehensive Life/Career Coun.
	207	043-90	Washington MS	\$2,695	\$2,765	\$67,778	Enhance Career Educ: Add Career Ctr
	203	077-90	Great Falls PS	\$67,778	\$67,778	\$0	School to Work Transition Project
			TOTALS	\$257,210	\$284,035		
			Secondary	\$137,931	\$164,756		
			Post-secondary	\$119,279	\$119,279		
			Overmatch		\$26,825		
			Overmatch goes into matching requirement of statewide setaside.				

Category	Project Score	Project / Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Program Improvement, Innovation Expansion	n/a	90-EQ001	Billings VTC	\$22,805	\$22,805	\$857,172	Equipment to Improve/Expand Instruction
	n/a	90-PIE001	Butte VTC	\$28,760	\$28,760	\$828,412	Learn-for-Pay Partnership
	n/a	90-PIE002	Butte VTC	\$30,525	\$30,525	\$797,887	Project "PAST"
	n/a	90-PIE003	Butte VTC	\$20,398	\$20,398	\$777,489	Automated Business Ofc Workshops
	n/a	90-PIE004	Great Falls VTC	\$19,125	\$19,125	\$758,364	Child Care Specialist
	n/a	90-PIE005	Great Falls VTC	\$49,993	\$49,993	\$708,371	Voc'l Trng for Lifelong Learners
	n/a	90-EQ002	Great Falls VTC	\$21,965	\$21,965	\$686,406	Equipment Purchase for Fy90
	n/a	90-PIE006	Helena VTC	\$51,037	\$51,037	\$635,369	Automotive Mechanics - Electrical
	n/a	90-PIE007	Helena VTC	\$80,531	\$80,531	\$554,938	Industrial Tech Elec - Microprocessing
	n/a	90-PIE008	Helena VTC	\$11,270	\$11,270	\$543,568	Microcomputer Infiltration
	n/a	90-PIE009	Helena VTC	\$10,571	\$10,571	\$532,997	Dvlg Human Relations Skills - Workplace
	n/a	90-EQ003	Helena VTC	\$24,242	\$24,242	\$508,755	New Equipment Acquisition
	n/a	90-PIE010	Missoula VTC	\$16,227	\$30,102	\$492,528	Placement Services
	n/a	90-PIE011	Missoula VTC	\$20,849	\$38,676	\$471,679	Legal Assisting
	n/a	90-EQ004	Missoula VTC	\$24,355	\$24,355	\$447,324	Equipment Acquisition
241	129-90	Havre PS		\$10,703	\$11,072	\$436,621	Improve a Tech Ed Program
240	072-90	Ronan HS		\$29,328	\$29,328	\$407,293	Computers into Ofc Procedures/WP/Acctg
239	90-PIE012	Great Falls VTC		\$46,606	\$46,606	\$360,687	Train Certified Occ'l Therapy Assistants
238	128-90	Havre PS		\$37,900	\$40,676	\$322,787	Integrate High Tech into Vo-Ed
232	290-90	Flathead HS		\$25,702	\$26,402	\$297,085	Voc'l Work Experience Program Coordinator
231	056-90	Sidney PS		\$13,325	\$14,400	\$283,750	Trng Adults: Computer Skills for Employ
231	234-90	Whitefish HS		\$45,000	\$48,431	\$238,760	Dvlp Computerized Business Ed Dept
230	004-90	Lincoln Co HS		\$12,363	\$12,363	\$226,397	> Voc'l Students' Computer/Tech Literacy
229	108-90	Lincoln Co HS		\$9,593	\$9,593	\$216,804	Update & Improve Technology
229	006-90	Lincoln Co HS		\$23,574	\$23,574	\$193,230	Communication Tech Facil Renov/Expansion
228	90-EQ005	MT State Univ.		\$6,512	\$5,106	\$186,718	Advanced Tech Equipment - Farrier
228	226-90	Conrad HS		\$3,373	\$3,373	\$183,345	Improve Drafting: CAD
228	318-90	Fergus HS		\$2,925	\$2,925	\$180,420	Implement Horticulture Unit in Vo-Ag
227	222-90	Missoula Co HS		\$12,916	\$12,816	\$167,604	Adult Business Computer Lab Upgrade
227	171-90	Flathead HS		\$35,850	\$44,994	\$131,754	Computer Applications Curric and Lab
227	232-90	Blue Sky HS		\$23,623	\$23,666	\$108,131	Modernizing the Business Curric
227	151-90	Gardiner PS		\$3,925	\$3,925	\$104,206	Curric Update: Laser Tech
226	90-PIE013	Missoula VTC		\$14,682	\$14,682	\$89,524	Automation in Welding Technology
226	225-90	Conrad HS		\$1,715	\$1,715	\$87,809	Expand Ind Arts thru Applied Tech
226	102-90	Fromberg		\$7,650	\$7,652	\$80,159	Computers in Voc'l Ed
226	142-90	Butte PS		\$18,200	\$18,200	\$61,959	Business Curric: Acquire, Maintain, Use Data
225	90-EQ006	Blackfeet CC		\$9,239	\$9,239	\$52,720	Secretarial Science Equipment Update
225	133-90	Havre PS		\$6,160	\$9,176	\$46,560	Acquire CNC High Tech Equipmt for Vo-Ed
225	132-90	Havre PS		\$7,800	\$9,176	\$38,760	Integrate Architectural Drafting
225	104-90	Chinook HS		\$8,865	\$8,865	\$29,395	Network Computer Curric in Vo-Ed/Guidance
225	90-PIE014	Great Falls VTC		\$29,895	\$34,551	\$0	Trng for Emergency Services Personnel
		TOTALS		\$879,977	\$936,861		
		Secondary		\$140,390	\$362,322		
		Post-secondary		\$539,587	\$574,539		
		Overmatch			\$56,884		

Overmatch goes into matching requirement of statewide setaside.

PROJECTS FUNDED FROM 20% STATE SETASIDE FROM TITLE IIB:

	Project Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Secondary:	n/a	?	Ofc Public Instruct	\$15,000	\$0	\$390,064	Technical Assistance in Support of Vo-Ed
	220	294-90	Kalispell HS/MSU	\$100,224	\$103,418	\$274,840	Implement Model Agri-Science in Five Schools
	203	177-90	MT State Univ (MSU)	\$21,392	\$21,392	\$253,448	Intro Voc'l Career Component in Five HS's
	203	077-90B	Great Falls PS	\$6,581	\$42,150	\$246,767	School to Work Transition Project - Great Falls
		Subtotal	\$147,097		\$166,360		
Postsecondary:							
n/a	90-IIB001	Northern MT College	\$150,000	\$70,650	\$96,767	MT Ctr Vo-Ed Research, Curric & Pers Objct	
n/a	90-VTE001	Vo-Tech Education	\$50,000	\$30,000	\$66,767	Marketing Vo-Tech Centers	
n/a	90-VTE002	Vo-Tech Education	\$5,000	\$5,000	\$61,767	Fall Displaced Homemaker Network Mtg	
n/a	90-VTE003	Vo-Tech Education	\$10,000	\$10,000	\$51,767	Sole State Agency Discretionary Funds	
227	90-IIB002	Career Transitions	\$3,750	\$0	\$48,017	MDHN Newsletter and Communiqué	
222	90-IIB003	WRC-Dillon	\$12,807	\$1,778	\$35,210	Rural On-Line IBM Telecommunications	
217	90-IIB004	WORD	\$25,000	\$25,000	\$10,210	Pilot Proj. Testing Computer-based Trng	
215	90-IIB005	Northern MT College	\$10,208	\$0	\$2	Expand Post-secondary Activities of VTEC	
		Subtotal	\$246,765		\$142,428		
		SETASIDE TOTALS	\$390,062	\$309,788			
		Match Needed		\$80,574			
		Match Needed - ADJ		\$0			

NOTE: "Match Needed - ADJ" is reduced from overmatch in other Title IIB categories.

Total of All TITLE II, Part B Funds: \$1,300,758 \$1,337,913

Secondary	\$715,926	\$804,623
Post-secondary	\$934,832	\$962,640
Research Ctr	\$150,000	\$70,650

TITLE III, PART A: State Assistance For Vocational Education Support Programs by Community-Based Organizations

	Project Category	Project/Score	Project/Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Community-based Organizations	120	90-CB001	Career Futures, Inc	\$16,492	\$0	\$51,204	\$67,396	"It's Your Choice" Workshops
	159	206-90	NW MT HRDC	\$26,840	\$28,720	\$24,354		Building Communication Skills
	164	099-90	ACTION-Glendive	\$7,008	\$0	\$17,356		Vo-Ed Job Readiness Program
	164	324-90	Dist IX HRDC	\$17,356	\$0	\$0		Community Approach: Preventive Alternatives
			TOTALS	\$57,896		\$29,020		
		Secondary	\$51,204		\$28,720			
		Post-secondary	\$15,492		\$0			
		(No match required)						

TITLE III, PART B: Consumer and Homemaking Education (All projects at the secondary level only)

Category	Project Score	Project/ Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project	
Consumer Homemaking - Econ. Depressed	230 217 216 215 214 214 208 208 201 197 196 193 191	063-90 164-90 044-90 052-90 163-90 267-90 039-90 117-90 190-90 245-90 037-90 291-90 109-90	Ronan HS Powell Co HS Washington MS Billings HS Powell Co HS Absarokee HS Corvallis HS Rosebud HS Sheridan HS Chinook HS Corvallis HS Twin Bridges Lincoln Co HS	\$7,320 \$7,066 \$3,376 \$20,212 \$383 \$3,243 \$5,035 \$6,911 \$4,791 \$1,600 \$5,857 \$3,650 \$17,200	\$0 \$0 \$0 \$24,500 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$79,324 \$72,258 \$68,882 \$48,670 \$48,287 \$45,044 \$40,009 \$33,098 \$28,307 \$26,707 \$20,850 \$17,200 \$0	\$86,644	Consolidate/Expand High Tech in Home Econ Computer Competency in Consumer Homemaking Update Prevoc'l Home Econ Sewing Project Home Econ Dept Equipment Food Science in Food/Nutrition Curric Serger Sewing Tech for Home Sewing Utensils, Tools, Machines, Other Supplies, Tech Tech Update of Home Econ Program Home Econ Enhancement Project (HEEP) Expand Resources/Printed Material Home, Home on the Computer State-of-the-Art Food Prep Trng Entrepreneurs: Clothing & Textiles
TOTAL				\$86,644	\$24,500			
(No match required)								

Category	Project Score	Project/ Track #	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project	
Consumer Homemaking	233 232 229 219 199 198 194 193 188 186 185 185 186 185 180 180 178 174	180-90 178-90 179-90 055-90 059-90 289-90 188-90 286-90 061-90 238-90 097-90 096-90 245-90 298-90 207-90 158-90 095-90	MSU - Leadership MSU - Leadership MSU Sidney PS Sidney MS Flathead HS MSU Flathead HS Lima HS Manhattan HS Glasgow HS Nashua PS Blue Sky HS Msia Co HS Stevensville Park HS Fromberg HS	\$10,237 \$6,734 \$10,552 \$1,385 \$8,110 \$2,500 \$14,621 \$13,480 \$3,900 \$2,125 \$9,587 \$3,975 \$11,570 \$3,120 \$1,064 \$9,753 \$19,981	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$3,975 \$0 \$0 \$0 \$0	\$121,557 \$114,823 \$104,271 \$102,886 \$94,776 \$92,276 \$77,655 \$64,175 \$60,275 \$58,150 \$48,563 \$44,588 \$32,918 \$29,798 \$29,734 \$18,981 \$0	\$131,794	Dvlp Videos: Food Science Principles Home-based Businesses FGHA/HERO Peer Ed: Integral Part of Home Ec Nursery School: Parenting Skills Dvlpat Update/Expand Prevoc'l Skills, Phase II Professional Dvlpat for Instructors Prep for Dual Roles: Homemaker/Wage Earner AV, Resource Materials and Equipment Update Tech Sewing Equipat: Produce Consumer Goods Upgrade Equipat in Home Econ Dept Expand Clothing Construction Skills: New Tech Managing: Home Life/Work Responsibilities Curric Dvlpat: Computer, VHS, Serger Purchase Serger for Sewing Classes Sewing on Sergers (SOS) AV and Software Update Electronic Sergers & Sewing Machines Use
TOTALS				\$131,794	\$3,975			
(No match required)								

Total of All TITLE III Funds:	\$286,174	\$57,495
Secondary	\$269,642	\$57,195
Post-secondary	\$16,492	\$300

